

# BSc in Health Informatics – Programme Guide 2009-10

## Aims of the Programme

The aims of the BSc Programme in Health Informatics are:

1. To provide a progression route from the Foundation Degree (FdSc) in Health Informatics
2. To promote the academic, vocational and personal development of students
3. To encourage a critically and theoretically informed and reflective approach to academic study
4. To empower health care workers to be more effective and efficient as users of informatics, and extend their horizons to identify and contribute to exploiting its potential
5. To think proactively and constructively about current informatics issues within and outside their organisations
6. To develop skills and knowledge appropriate to entry onto postgraduate study or to do relevant research

On completion of your study you will be well placed make a significant input to the planning and operation of informatics in any health care job role, and transfer into, or progress within, a role in information management, knowledge management or the development of information systems.

## Programme Structure

This is a 'top-up' programme, enabling graduates with a Foundation Degree in Health Informatics to gain a BSc Honours degree.

The programme is modular and conforms to the nationally recognised credit structure adopted across the university sector. It comprises one level of study (FE/HE level 6) at which you must gain 120 credits. This is made up of four taught 20-credit modules and a 40-credit dissertation.

You study two modules in parallel with the dissertation during the academic year that follows completion of your foundation degree:

<i>Code</i>	<i>Name</i>	<i>Credits</i>
CO6004	<i>Project and Change Management</i>	<i>20</i>
CO6009	<i>Dissertation</i>	<i>40</i>
CO6026	<i>Intelligent Technologies</i>	<i>20</i>

then the other two modules during the early summer::

<i>Code</i>	<i>Name</i>	<i>Credits</i>
CO6031	Systems Analysis for Health Informatics	20
CO6037	Web Database Connectivity	20

Each 20-credit module has an allocation of 200 notional learning hours.

CO6004 and CO6026 each involve weekly attendance over a period of 24 weeks. Each involves a total of 32 hours of contact time, and tutor-directed and self-directed study of 168 hours.

During the dissertation you will have 16 hours of contact in briefings and group tutorials with the dissertation coordinator and 4 hours of individual tutorial with your dissertation supervisor, spread through the year. You will undertake approximately 380 hours of individual study.

CO6031 and CO6037 are delivered by blended learning. Each involves 48 hours of face-to-face and on-line contact between tutor and students, and 152 hours of tutor-directed and self-directed study. In the blended learning approach face-to-face classes are every 3 – 4 weeks.

## The Student Experience

You progress from the Foundation Degree in Health Informatics to the BSc Programme.

The Foundation Degree programme is characterised by:

- High incidence of work based learning
- High degree of workplace and job role contextualisation
- Delivery by blended learning

Thus when embarking on the BSc you will have studied for 2-3 years on a highly vocational higher education programme and be familiar with blended learning methods. By virtue of your employment or placement, you have ample opportunity to observe health and social care in operation.

However, your exposure to informatics may be limited and is likely to be different to your fellows and constrained by your job role. In order to broaden your horizons and aspirations, the BSc programme seeks to:

- Facilitate formal and informal interaction with like-minded people outside the constraint of organisation, workplace and job role.
- Assist you to think 'outside the box' of existing procedures and protocols
- Empower you with knowledge and skills so that you can influence the design and deployment of informatics in a variety of health care scenarios
- Provide opportunities to explore emerging technologies and techniques that may have utility in health care

It is likely that, as a health informatics student, you will have to balance your study with workplace and other commitments. There may be pressures that could make it difficult for you to attend university, or even to study at specific times, every week. The BSc Programme's learning, teaching and assessment strategy is designed to be cognisant of these characteristics and constraints but nevertheless to develop your capacity to:

- Benefit from interaction with honours undergraduates studying the same and other programmes and disciplines
- Explore alternatives to the methods and approaches found in your particular job role and workplace
- Integrate the concepts and techniques learned in the modules of the Foundation and Honours degrees
- Explore the theoretical and/or practical aspects of a health informatics topic of significant complexity and size by means of a dissertation project.

To achieve a smooth transition from the work-based, work-place focused, blended learning approach of the Foundation Degree to an approach that effectively delivers the BSc's goals a carefully crafted strategy of progression has been devised:

1. Two modules are unique to this health informatics programme. However, they are not specific to a workplace or work role. They require you to acquire and demonstrate level 6 knowledge, understanding and skills.
2. The other two taught modules are delivered conventionally (i.e. by weekly face-to-face classes) and as a health informatics student you study in parallel with other level 6 undergraduates. These modules address topics of particular relevance to health and social care informatics but with broader application and deeper conceptual significance.

3. The dissertation provides an opportunity to demonstrate a substantial degree of self-management and a rigorous approach practical and theoretical activities, and encourages innovation and originality

The BSc continues the development of Key Skills to enhance your ability to transfer to new situations, meet new challenges, and broaden your horizons. The skills are classified according to the University's framework of key skills, namely:

- Communication
- Use of Information Technology
- Application of number
- Working with others
- Improving own learning experience
- Problem Solving

## Roles and responsibilities

Learning on the BSc programme is a bi-partite arrangement involving the student and the tutors.

As a **student**, it is your responsibility to:

- Adhere to the study schedule, using the study guides to ascertain what learning needs to take place week by week.
- Make best effort to attend all face-to-face sessions
- Study the learning materials, read course notes, books and journals, visit web sites, and practice the use of tools and techniques
- Engage with learning activities, and submit formative assessment work so as to benefit from peer and module tutor's review
- Give and take constructive feedback and maintain a learning log
- Maintain regular communication with your fellow students, Module Tutors and Personal Academic Tutor
- Promptly seek the help of Module Tutors and/or Personal Academic Tutor when you have concerns or difficulties
- Recognise the relative strengths of work place and of academic learning and be proactive in seeking out learning opportunities within and outside your 'normal' job role
- Identify the role of informatics professionals within the context of your own and other organisations and the community
- Learn to express your needs and adopt a questioning reflective approach to the learning
- Evaluate your achievements, and priorities for improvement and reflect on your progress to increase self-awareness, confidence and competence
- Keep your Personal Academic Tutor informed of any concerns or issues within the work place or elsewhere that may impact on your learning, and take action together where needed.

Your main point of academic contact is the **Module Tutor**. For support and pastoral care you should contact the **Personal Academic Tutor**.

The **Module Tutor** has responsibility to:

- Provide a study schedule, study guides, learning materials, and learning activities.
- Choose between discussion board, email and face-to-face contact according to purpose and circumstances
- Be approachable and supportive and respond promptly to student requests for help
- Monitor the (on-line and face-to-face) attendance of students and their engagement with learning activities, and use electronic and other methods to offer support where there is cause for concern
- Monitor students' reflective comments and formative assessment deliverables, and provide group or individual support and guidance as necessary
- Assist access to specialist resources and other learning opportunities
- Encourage enquiry based-learning and problem-solving rather than just giving factual information

- Assist with detailed theoretical understanding and opening of horizons to wider academic contexts
- Assure consistency of students' learning experience and manage module assessment
- Provide or facilitate additional learning where this might be appropriate
- Have knowledge of how students learn, and identify specific learning opportunities appropriate to students
- Discuss issues of relevance, currency, authenticity and sufficiency in relation to achieving the specified outcomes

A **Personal Academic Tutor (PAT)** is assigned to you at the commencement of your studies at the University. The association continues throughout the currency of your registration at the University. In summary, the role of the PAT is to:

- Overview your attendance and progress
- Encourage you to maintain your Learning Log
- Act as point of first contact for your student problems

## Work Related Learning

In general, health informatics scenarios may relate to systems that are:

1. Clinical; involving the health or care of individual patients, or population based such as epidemiology
2. Non-clinical; such as procurement, administration or research
3. Management; relating, for example, to governance or decision-making

Your exposure to these scenarios may be categorised as:

1. Direct; in which you are actively involved in its use or management as part of your job role
2. Indirect; implying that you are a stakeholder, perhaps as a beneficiary of a service, recipient of information, or as a provider of data
3. Remote; because you don't have contact with it, perhaps because it relates to another part of your organisation, or even to a distinct but related organisation.

Within the modules of this BSc programme, and particularly in the Dissertation, you will explore case studies and examine scenarios that address all types of system and perspective.

## Reflection

The value of reflection cannot be overstated. The concept of a 'reflective practitioner' is crucial in continuous quality enhancement cultures. It can provide immediate benefits to working practices and longer term benefits to both the organisation and the individual's professional and academic development.

The BSc continues the process begun during Induction of the Foundation Degree, based on the principle that effective reflection:

- is focussed on action
- is meditative
- facilitates learning
- is personal
- should be organised

The primary repository of reflective comments is the Learning Log. This Log enables you to:

- record experiences
- facilitate learning from experience
- support understanding
- develop critical thinking

- develop a questioning attitude

The Log is a component in the electronic Progress File that you have within IBIS and which you should discuss periodically with your Personal Academic Tutor.

As you progress through the Foundation Degree and BSc, entries will tend to move:

1. from being mainly descriptive (i.e. you describe activity and provides evidence of authenticity)
2. to being descriptive reflection (i.e. you analyse, synthesise and conclude)
3. and then to critical reflection (e.g. you establish whether a proposition is appropriate and valid)

## Academic Learning and Teaching

The BSc Degree categorises learning outcomes as:

- Knowledge and Understanding: e.g. concepts, technologies, techniques
- Informatics-related Vocational / Practical skills: e.g. using software tools, fact-finding, articulating user requirements, effective work as an individual and in a team, risk assessment
- Informatics-related Cognitive Abilities and Skills: e.g. modelling, research, analysis, creativity and innovation, evaluation and testing of hypotheses, reflection, communication, professionalism
- Transferable / Key Skills: Communication, Application of Number, Use of Information Technology, Problem Solving, Improving Personal Performance, Teamwork.

A combination of learning and teaching activities is employed:

- Formal lectures and briefings
- Practical and workshop sessions
- Individual and group tutorials
- Student-led presentations, seminars, and group discussion
- Directed and independent study
- Work-focused activity, including projects, problem solving and case study analysis
- A Dissertation Project involving student-centred academic and work-related research.

It is **vital that you engage with all of them** to achieve the learning outcomes. In particular:

- At level 3 it's important that you 'think outside the box' to extend your horizon beyond the immediate boundaries of job role, and for this reason weekly attendance is required so you can be exposed to the academic community of the University, access its library resources, and receive regular face-to-face guidance on their dissertation.
- Being better informed as to which elements of informatics are genuinely specific to health care and which are generic, you are able to feed back into the workplace the experiences and achievements of the dissertation and undertake health informatics specific modules

## The Health Informatics Dissertation

The Dissertation (CO6009) is a double module (40 credits) and on a topic specific to health informatics, as agreed between you and the **Dissertation Coordinator**.

The Dissertation demands a substantial degree of self-management but you must also attend periodic briefings and tutorials with the Dissertation Coordinator, and make contact, at least fortnightly, with their **Dissertation Supervisor**.

You must adopt a rigorous approach to planning, research, development and evaluation, and you are encouraged to demonstrate innovation and originality.

The Dissertation generally involves developing a 'product' (possibly a software product) but, as an alternative, the Dissertation may be research-based if you can agree a clear strategy for literature searching, an appropriate empirical study, and sound approach to testing the hypothesis.

## Using Learning Resources for Extended Study

As a final year honours graduate, you are expected to undertake substantial reading, beyond the learning materials provided by the tutor.

Each module has a reading list, prepared by the module tutor. Several copies of the essential textbooks are stocked by the University Library, for borrowing or use in the Library.

It is important that you read up-to-date literature for background information. The University Library is well stocked with suitable books and subscribes to a number of computing journals, and you are strongly encouraged to use it.

The Athens e-books facility is of particular utility to you.

IBIS facilities are at the heart of this Programme's delivery. Recent enhancements to IBIS such as blogs, chat and group-work facilities are utilised in modules as appropriate.

The Programme does not require any specialist hardware or software. If any items are not available to you at home or in your workplace, you may use the University's open access facilities which are available at both campuses. Additionally, agreements are in place with software suppliers so that you can obtain software free or at a heavily discounted price if you wish to have them in the workplace or at home. You are advised to use the same version of software as the University, and this is compulsory for assessments.

## Use of IBIS in the BSc Health Informatics Programme

It is a requirement of the Programme that you have access to a computer which has an Internet connection, at home and/or in their workplace, because the BSc programme makes extensive use of the University's virtual learning environment (IBIS) which:

- Allows you to communicate quickly and reliably with your tutors and fellow students
- Gives anytime-anywhere access to learning materials, including e-books.
- Encourages you to collaborate with fellow students on learning activities, with a record of that collaboration for review and evaluation
- Facilitates submission of formative assessment deliverables and reflective comment for feedback and advice from tutors and fellow students.
- Allows the tutor to monitor attendance (electronic and face-to-face) and offer advice and support where there is cause for concern
- Allows the tutor to monitor your engagement with learning activities and intervene with support and guidance as necessary, without constraint of time or place.
- Encourages face-to-face sessions to be held only when there is a specific need for presence – examples include the use of specialist facilities, teamwork involving live interaction or performance, confidence building.
- Reduces the amount of time spent travelling, and the associated cost and inconvenience, and enables you to study at a time and place that most suits you, within the module schedule

### Information relating to a module

Introduction

Introduces tutors, explains rationale and aims of module, and notes any special aspects of study

Content Outline	Summarises each week's topic and tasks
Resources	Typically this will be downloadable software, and links to relevant web sites
Reading	Hyperlink to the module's reading list as held in the Library's Learning Resources catalogue, allowing books to be renewed and reserved, and e-books to be read on-line.
Assessment	Introduction to the assessment for the module, with hyperlinks to assignments. If the module has an examination there is also guidance on how to revise and prepare for the examination.

### Studying week by week

	<i>Always</i>	<i>Where there is a Face-to-Face Element</i>
Study Guide	Brief introduction to week's topic and hyperlinks to lecture and tasks.	Tutor talks-through the study guide.
Briefing or Lecture (by tutor to whole cohort of students)	Generally a PowerPoint presentation activated from study guide. It may be animated with links to video clips, voice-over narrative, or links to other material.	Tutor presents lecture, utilising a PowerPoint presentation, but being responsive to the audience as necessary.
Directed Study Workshop (students are divided into sets of 15-20 students each set supervised by a tutor)	Worked examples, tasks and discussion undertaken by student in a designated time period. Some tasks are for individuals, others require collaboration between students.  Tutor is 'in attendance' electronically. Tutor provides guidance, support, and model solutions where appropriate.	Tutor physically present for 'live' discussion and to assist with tasks.  This is particularly useful for simulation of scenarios involving interpersonal skills or physical activity.
Formative Assessment	You post a reflective message to the on-line discussion board attaching assessment deliverable  Tutor provides guidance, support, and model solutions where appropriate	Tutor supplements electronic feedback, particularly where issues arise that are common to several students.
Independent Study (tutor normally responds to students in his/her set but can observe issues that are arising across sets and discuss these	You tackle tasks individually or in collaboration with other students. You may post questions to the discussion board or privately to the tutor by email, or you may email or phone to arrange a face-to-face meeting with the tutor. You post	Discussion board and email messages are responded to promptly (typically within a few hours). Face-to-face meetings are more difficult to arrange because they involve travel and synchronisation of

promptly with fellow tutors by email)

a reflective message to the on-line discussion board attaching work produced during the workshop. There is generally a deadline that allows the tutor to decide what feedback to give to the group.

availabilities and this may result in significant delay. Face to face meetings are less efficient in tutor's time because there isn't the immediate opportunity to disseminate to others

## **Periodically**

Tutor sets assignment. You seek guidance by email or pre-arranged tutorial. You submit assignment through IBIS receiving time-stamped acknowledgment.

You are encouraged to identify additional opportunities to reflect on the presence and impact of informatics in relation to your job role, your organisation, and more generally on the provision of health care.

You post a reflective narrative to their learning log in IBIS, attaching any products and links to information sources. You make the log entry read accessible by the tutor. You may allow other people to have access to individual postings

## **Attendance, Progress Monitoring and Retention**

IBIS automatically logs your access to the learning material and a weekly attendance report can be displayed to identify absentees

IBIS also logs your postings to the discussion board and the weekly attendance report so that the tutor will be aware if you have not posted reflective messages and work.

A attendance register is taken at face-to-face classes

If you have neither attended nor tackled the work, and have not previously indicated intended absence, you are sent an encouraging but questioning email. This is followed up by phone if there is no response to the email.

It is the programme team's experience that, for a variety of reasons, some students tend to 'drift' away from the course but most of these can be retained by timely intervention and support.

Scanning of reflective messages quickly highlights particular and general issues. If fellow students have not already offered assistance (a practice that is strongly encouraged) the tutor may intervene to individuals, or post a general message or news item.

Tutors sample the work to establish whether students' perception of performance coincides with the tutors'.

## **Formative Assessment**

Formative assessment is intended to help you determine the extent to which you have acquired knowledge, understanding and skills.

There are numerous opportunities for formative assessment in the BSc Programme. Generally you are encouraged to undertake tasks and submit deliverables, along with reflective comment, for review by fellow students and tutors.

Tackling formative assessment tasks and giving and receiving feedback are valuable vehicles for building self-management skills and developing self-awareness and confidence.

## **Assessment**

When you graduate from this programme you should be able to:-

1. Analyse and synthesises ideas in the discipline of health informatics
2. Apply independent enquiry and a wide range of skills appropriate to a health informatics professional
3. Formulate a coherent design and implementation strategy, derived from a range of reading and/or practice, and comment critically upon such strategy
4. Undertake project work in such a way that it is planned, implemented and interpreted with due regard for evidence, appropriate modes of enquiry and the communication of its outcomes
5. Solve problems and communicate solutions across a broad range of areas within health informatics, and evaluate and analyse alternatives from a number of theoretical models.

Formal ('summative') assessment is designed to confirm that you have acquired the appropriate mix of knowledge, understanding and skills necessary to achieve these graduate characteristics, and, to achieve this, a blend of assessment methods is employed:

- Knowledge and understanding: unseen examination, appraisal of literature and systems, projects, presentations.
- Thinking or cognitive skills: unseen examination, coursework exercises, projects/dissertation, presentations.
- Practical skills: coursework exercises, project work.
- Transferable/key skills: reports, presentations, reflection on work based and work related learning

Subject to the overall pattern of assessment conforming to this strategy, each module is assessed by the most appropriate types of assessment, suitably weighted. Assessment and reassessment methods are detailed in the module outlines. There are clear assessment criteria and a marking scheme for every assessment. Marking schemes identify levels of performance against specific learning outcomes. They indicate how the final mark will be derived, and are designed to facilitate second marking and constructive feedback to you from the tutor.

## **Submission of Coursework**

All assignments indicate the deadline for submission and you are expected to submit your work on or before that date/time. There are severe penalties for Late Submission unless an Extended Deadline has been agreed. According to the tutor's instructions, you should either hand-in a printed copy of the assignment at the CSIS Office or submit it electronically through IBIS.

It is your personal responsibility to ensure you have a receipt from the CSIS Office or an email acknowledgement from IBIS as proof that you have submitted your assignment.

## **Late Submission**

Late work will be penalised by 10% for every day it is late.

Failure to submit assignments may lead to overall failure and early termination of a student's registration on the Programme.

## **Extending a Deadline**

Only the Head of Department can grant an extension to a deadline.

A deadline will only be extended in exceptional circumstances. Approval of an extended deadline must be gained at or before the original deadline. A request for an extended deadline must be accompanied by Form EX1 (Request for Extension to the Submission Date for Assessed Work) which can be obtained from IBIS. A request must be supported by written evidence of medical, special needs or mitigating circumstances. The Request Form must be signed by the Head of Department.

You must inform the module tutor when you intend to ask for an extended deadline.

## Plagiarism and Other Malpractice

The University treats plagiarism, collusion and other malpractice in assessment very seriously. You may be excluded from the University, or have some lesser penalty imposed, depending on the circumstances.

Note that it is expected that a final year honours student will understand what constitutes plagiarism and malpractice, and will be capable of avoiding accidental offences.

## Anonymous Marking

Anonymous marking refers to a situation in which the identity of the individual student is not known to the first or second marker until after a provisional mark has been agreed.

Examinations normally employ anonymous marking. Assignments briefs will indicate whether or not anonymous marking is to be employed. In some circumstances – teamwork, presentations, etc. – anonymous marking is not feasible.

You must use your unique Assessment Number when submitting assignments and exams for anonymous marking. This number is different from your Student ID Number. The number is available to you via IBIS. Only you and University Registry have access to the Assessment Number. You are issued with a new number for every academic year.

## Student Guidance and Support

You will normally have first met the **Programme Leader** during your Foundation Degree studies and further contact will take place whenever you encounter a programme-related issue.

The **Honours Student Handbook**, available on-line through IBIS, as well as giving programme-specific information, addresses common issues such as registration, use of Department and University computing facilities, access to library services, attendance, etc. To avoid duplication and inconsistency, the Handbook provides links to Departmental and University information, rather than replicating it.

Your main points of academic contact are the **Module Tutor** and **Module Leader**. Students are grouped into sets of 15-20 for seminars and tutorials. Lectures and briefings are delivered to the whole cohort. Thus, you have regular contact with the Module Tutor during scheduled seminars and tutorials, and by email, discussion board and pre-arranged face-to-face meetings for module-related matters. You have contact with the Module Leader during delivery of lectures and briefings.

You are assigned a **Personal Academic Tutor (PAT)** at the commencement of your studies. The association continues throughout the currency of your registration. The PAT will have been trained in the role, and will operate in accordance with the University tutoring framework. You are expected to contact your PAT regularly to discuss progress and any other matter relevant to your study at the University. Generally the focal point of such discussion will be your Progress File held in IBIS.

On occasion, the PAT may recommend that you contact the University's specialist support staff and will facilitate first contact. These support staff are located in **Learning Resources** (information retrieval, library facilities, etc.), **Learning Support** (study skills, disabilities and specific needs, English

language skills, for example) and **Student Guidance Services** (finance, parking, counselling, etc.). The **Careers Team** have an input into the Programme and meet with you at intervals during the year.

You will receive written **feedback** on formative and summative assessment from your module tutors.

A member of the CSIS Department's Support Staff is designated as **Programme Administrator** for the BSc in Health Informatics and is your point of contact in relation to module registration, timetables, etc.

The CSIS Department employs a **User Support Technician** to provide students with assistance in the use of the Department's software and hardware, and the University provides a technical support service for IT facilities that are not Department-specific

## Staff and Contact Details

Programme Leader	Linda Rayner	<a href="mailto:l.rayner@chester.ac.uk">l.rayner@chester.ac.uk</a>
Programme Administrator	Charlotte Davies	<a href="mailto:charlotte.davies@chester.ac.uk">charlotte.davies@chester.ac.uk</a>
User Support Technician	Andy Davies	<a href="mailto:andy.davies@chester.ac.uk">andy.davies@chester.ac.uk</a>
Module Leaders CO6004 CO6009 CO6026 CO6031 CO6037	Ngoni Kanengoni Guy Dewhirst John Kerins Mohammed Saeed John Scott	<a href="mailto:n.kanengoni@chester.ac.uk">n.kanengoni@chester.ac.uk</a> <a href="mailto:g.dewhirst@chester.ac.uk">g.dewhirst@chester.ac.uk</a> <a href="mailto:j.kerins@chester.ac.uk">j.kerins@chester.ac.uk</a> <a href="mailto:m.saeed@chester.ac.uk">m.saeed@chester.ac.uk</a> <a href="mailto:j.scott@chester.ac.uk">j.scott@chester.ac.uk</a>
IBIS Helpdesk (from 9am until 8:30pm.)	Phone: internally 1234 or externally 01244 511 234	<a href="mailto:cits.helpdesk@chester.ac.uk">cits.helpdesk@chester.ac.uk</a>

## Student Representation and Evaluation

You are to provide input into the programme's quality improvement process by means of **end of module questionnaires**, and via your Student Representative. Two **Student Representative** are elected by each cohort of students to attend **Staff-Student Liaison Committee Meetings** which are held three times per year. The aim is to continually improve the programme and address issues arising from delivery with the help of feedback from students. To facilitate discussion between the Student Representatives and their fellow students an on-line discussion board is provided for the sole use of students on the programme.

## Admission Requirements

Normally, you must hold a Foundation Degree in Health Informatics to gain entry to this programme. Applicants with an equivalent award will be considered on an individual basis.

Students undertaking this programme will be primarily:

- Users of informatics in the health care industry who wish to become 'super users', capable of recognising opportunities to exploit informatics, develop solutions, and work with people employed specifically as informatics professionals
- Employees in an informatics department, but not in a developmental role (e.g. data coders, data entry staff, etc.)
- People transferred into an informatics development role from other health-care disciplines who need to underpin their understanding of informatics concepts and broaden their skills with an academic qualification.

## **Equality and Diversity**

The programme is suited to students of either gender and any age.

The programme is delivered in English and provided the student has attained the defined standard there are no other cultural issues.

As a technology-oriented degree there is a high likelihood that the majority of disabilities can be addressed using appropriate specialist hardware and software; individual applicants will be invited to discuss their individual needs with the programme leader and the applicant will be advised as to the provision that can be made for them, prior to accepting a place.

## **Further Information**

The [University Handbook](#) provides lots of useful information for students studying at University of Chester. So does the [Learning Section of IBIS](#).

The CSIS Department [Honours Degree Student Handbook](#) provides answers to questions frequently asked by students on the BSc Health Informatics Programme :