KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	**Faculty responsible for the programme** Faculty of Science and Technology
Final award(s), title(s) and credit MSc Digital Health – 180 credits (90 ECTS)	
Intermediate award(s), title(s) and credits PGDip Digital Health - 120 Credits (60 ECTS) PGCert Digital Health - 60 Credits (30 ECTS)	
UCAS Programme Code(s) (where applicable and if known) N/A	**HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.** 100994 Health Informatics (balanced) 100736 Human Computer Interaction (balanced) **CAH Code**: 11-01-03 Information Systems **Does this programme require ATAS:** NO
External reference points The UK Quality Code for Higher Education (https://www.qaa.ac.uk/the-quality-code/) Chapter A1: The National Level (incorporating the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland) Chapter A2: The Subject and Qualification Level (incorporating the Subject benchmark statements for Computing (2022)) NHS England Digital: https://digital.nhs.uk/ United Nations Sustainable Development Goals (SDGs)	
Professional, Statutory and Regulatory Body (PSRB) links N/A	
Places of delivery Bournemouth University, Talbot Campus	
Mode(s) of delivery Full-time Part-time	**Language of delivery** English
Typical duration 12 months full-time, 24 months part-time - September intake 16 months full time, 32 months part-time - January intake	
Date of first intake September 2025	**Expected start dates** September, January
Maximum student numbers N/A	**Placements** None
Partner(s) N/A	**Partnership model** N/A
Date of this Programme Specification April 2025	
Version number 2.0-0925	
Approval, review or modification reference numbers E242510 E242508, approved 09/04/2025 EC2425 24, approved 28/04/2025	
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PROGRAMME STRUCTURE

Programme Award and Title: MSc Digital Health								

Stage 1/Level 7
Students are required to complete 6 core units

Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Health Information Systems	Core	20		100%		30	1.0	100994,100371 (balanced)
Human Computer Interaction	Core	20		100%		30	2.0	100736
Programming and Prototyping	Core	20		100%		30	1.0	100956, 100374 (balanced)
Industrial Skills and Professional Issues (Digital Health)	Core	20		100%		30	1.0	100962 (Major), 101090 (Minor)
Persuasive Technology and Behavioural Change	Core	20		100%		30	2.0	100985, 100374 (balanced)
Research Methods in HCI	Core	20		100%		30	1.0	100736 100962 (balanced)

Progression requirements: No
Exit qualification:
PG Dip Digital Health requires 120 credits at Level 7 (excluding 60 credit Individual Masters Project)
PG Cert Digital Health requires 60 credits at Level 7

Stage 2/Level 7
Students are required to complete the Individual Masters Project. In case of repeating units, students can take up to two units while doing their project.

Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Individual Masters Project	Core	60		100%		10	2.0	100994 (major), 100962 (minor)

Exit qualification:
MSc Digital Health 180 credits at Level 7
PG Dip Digital Health 120 credits at Level 7 (excluding 60 credit Individual Masters Project)
PG Cert Digital Health requires 60 credits at Level 7

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The MSc Digital Health programme aims to bridge the gap between healthcare and computing, equipping graduates with comprehensive skills to address digital health challenges. The programme combines an understanding of User Experience, Persuasive Technologies, Programming, and Prototyping to enable the creation of intuitive and effective healthcare solutions. These skills are essential for developing robust and efficient digital health products, facilitating rapid iteration and refinement based on user feedback.

By mastering these interdisciplinary elements, students gain crucial insights into designing and managing digital health solutions that effectively address real-world healthcare and social care needs. The programme enhances employment prospects by fostering transferable skills relevant to digital health practices, including adaptability and critical thinking, which are crucial for navigating the dynamic landscape of digital health.

The programme aligns with NHS England's digital transformation strategy and the Department of Health and Social Care's (DHSC) plan for digital health and social care. It promotes and facilitates digital health competencies in the education and training of all health professionals. Additionally, the programme supports the World Health Organisation (WHO)'s Global Initiative on Digital Health, aiming to build capacity for leaders of public health authorities, affiliated agencies, and policymakers to make informed decisions regarding digital health investments.

By completing this programme, graduates will be prepared to pursue research and employment opportunities in digital health related fields with advanced technical skills, scientific knowledge, and ethical responsibility.

The primary aim of this postgraduate programme is to develop Masters-level graduates who possess:
- A critical understanding of digital health concepts and principles, with the ability to utilise relevant tools and methods.
- A critical understanding of creating innovative digital health applications and the ability to apply knowledge and skills to develop solutions for real-world problems.
- Technical skills and competencies to work across data, operations, analytics, processes, technology & architecture of different industries and segments, such as healthcare, hospitality, transportation and banking.
- Research skills in areas such as literature reviews, critical analysis of research findings, project proposals, planning, experiment design and analysis, and dissemination, with a focus on the application of these skills to digital health topics.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The MSc Digital Health programme aligns with Bournemouth University's 2025 strategic plan, which emphasises the fusion of excellent teaching, world-class research, and professional practice. This alignment reflects the institution's core values of Excellence, Inclusivity, Creativity, and Responsibility.

Students in the programme benefit from the support of academics with extensive industry experience, many of whom are actively involved in various computer science related projects with external organisations. These academics are also engaged in cutting-edge research, and students are encouraged to participate in co-creation and co-publication projects.

The programme's pedagogical approach focuses on practical, industry-focused tasks, collaborative learning, and engagement with the industry through guest lectures, industrial events and projects. This approach aims to equip students with the full range of skills necessary to succeed in the contemporary ICT environment. The academic team's own industrial experience, as well as their network of industry contacts, informs the programme. These industry contacts may also contribute directly to the programme by delivering guest lectures.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection, *practice (if relevant)*).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. This programme adheres to best practice in both academia and industry. MSc dissertation projects can range from constructing an artefact to professional standards to conducting empirical research. Students will also produce concise reports similar to scientific papers, demonstrating rigorous research, analysis and presentation of results.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 7 INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding This programme/level provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A1 Principles, concepts and techniques of digital health and related research. A2 Enabling technologies for digital health applications. A3 A rigorous scientific and engineering approach to investigating and solving digital health problems such as those in healthcare and social care contexts. A4 The management and development of digital health solutions to address healthcare and social care problems.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1 – A5); • seminars (A1 – A5); • directed reading (A1 – A5); • use of the VLE (A1 - A5); • independent research (for project) (A1 - A5).
	Assessment strategies and methods: • coursework (A1 – A5);

A5 The professional, legal, and ethical responsibilities of IT personnel within the organisational, technical, and global contexts in which digital health technology is applied.	• project (A1 - A5).
B: Intellectual skills This programme/level/ provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
B1 Critical thinking, problem-solving and decision-making to solve complex digital health problems. B2 Analyse, interpret, synthesis, and critically evaluate information from current research. B3 Critically evaluate and justify alternative approaches to solutions development. B4 Formulate, plan, execute, and report on a project involving original contributions. B5 Communicate findings to professional and academic standards.	Learning and teaching strategies and methods: • lectures (B1 – B3, B5); • labs/seminars (B1 – B5); • workshops (B1 – B5); • use of the VLE (B1 – B3); • independent research (for project) (B1 - B5). Assessment strategies and methods: • coursework (B1 - B5); • project (B1 - B5).
C: Practical skills This programme/level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
C1 Retrieve, select, and evaluate information from a variety of sources towards the digital health needs and requirements, with analysis of existing best practices and management of risk. C2 Analyse, specify, design, and implement digital health applications to meet healthcare and social care goals. C3 Select appropriate methods and tools for solving digital health problems. C4 Plan, monitor and evaluate the progress of a digital health solution.	Learning and teaching strategies and methods: • lectures (C1 – C3); • labs/seminars (C1 – C4); • workshops (C1 – C4); • use of the VLE (C1 – C2); • coursework (C1 – C4); • independent research (for project) (C1 – C4); • group exercises (C1 – C4). Assessment strategies and methods: • coursework (C1 – C4); • project (C1 – C4).
D: Transferable skills This programme/level/ provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
D1 Demonstrate problem solving skills and the application of knowledge across the discipline areas. D2 Gather, select, and analyse a range of experimental and fieldwork data, and present professionally using appropriate media.	Learning and teaching strategies and methods: • lectures (D1 - D5); • labs/seminars (D1- D5); • workshops (D1 – D5); • use of the VLE (D3 - D5); • independent research (for project) (D1 – D5) • directed reading (D1, D2, D4, D5).

D3	Structure and communicate ideas professionally and effectively to appropriate professional and academic standards.	Assessment strategies and methods: • coursework (D1 - D5); • project (D1- D5).
D4	Demonstrate initiative, self-direction, and exercise personal responsibility for management of own learning.	
D5	Distil, synthesise, and critically analyse alternative approaches and methodologies to problems and research results reported in literature and elsewhere.	

PG Dip INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A1 Principles and techniques of digital health and related research. A2 Enabling technologies for digital health applications. A4 The management and development of digital health solutions to address healthcare and social care problems. A5 The professional, legal, and ethical responsibilities of IT personnel within the organisational, technical, and global contexts in which digital health technology is applied.	Learning and teaching strategies and methods: • lectures (A1, A2, A4, A5); • seminars (A1, A2, A4, A5); • directed reading (A1, A2, A4, A5). Assessment strategies and methods: • coursework (A1, A2, A4, A5).
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
B1 Critical thinking, problem-solving and decision-making to solve complex digital health problems. B2 Analyse, interpret, synthesis, and critically evaluate information from current research. B3 Critically evaluate and justify alternative approaches to solutions development. B5 Communicate findings to professional and academic standards.	Learning and teaching strategies and methods: • lectures (B1 – B3, B5); • labs/seminars (B1 – B3, B5); • workshops (B1 – B3, B5); • use of the VLE (B1 – B3). Assessment strategies and methods: • coursework (B1 – B3, B5).
C: Practical skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
	Learning and teaching strategies and methods:

C1 Retrieve, select, and evaluate information from a variety of sources towards the digital health needs and requirements, with analysis of existing best practices and management of risk. C3 Select appropriate methods and tools for solving digital health problems. C4 Plan, monitor and evaluate the progress of a digital health solution.	• lectures (C1, C3); • labs/seminars (C1, C3, C4); • workshops (C1, C3, C4); • use of VLE (C1); • coursework (C1, C3, C4); • group exercises (C1, C3, C4). Assessment strategies and methods: • coursework (C1, C3, C4);
D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
D1 Demonstrate problem solving skills and the application of knowledge across the discipline areas. D2 Gather, select, and analyse a range of experimental and fieldwork data, and present professionally using appropriate media. D3 Structure and communicate ideas professionally and effectively to appropriate professional and academic standards. D4 Demonstrate initiative, self-direction, and exercise personal responsibility for management of own learning.	Learning and teaching strategies and methods: • lectures (D1 – D4); • labs/seminars (D1- D4); • workshops (D1 – D4); • use of the VLE (D3, D4); • directed reading (D1, D2, D4). Assessment strategies and methods: • coursework (D1 – D4).

PG Cert INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A1 Principles and techniques of digital health and related research. A4 The management and development of digital health solutions to address healthcare and social care problems. A5 The professional, legal, and ethical responsibilities of IT personnel within the organisational, technical, and global contexts in which digital health technology is applied.	Learning and teaching strategies and methods: • lectures (A1, A4, A5); • seminars (A1, A4, A5); • directed reading (A1, A4, A5); • Independent research (for project) (A1, A4, A5). Assessment strategies and methods: • coursework (A1, A4, A5); • project (A1, A4, A5).
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to

	demonstrate the level learning outcomes:
B1 Critical thinking, problem-solving and decision-making to solve complex digital health related problems. B2 Analyse, interpret, synthesis, and critically evaluate information from current research. B5 Communicate findings to professional and academic standards.	Learning and teaching strategies and methods: • lectures (B1, B2, B5); • labs/seminars (B1, B2, B5); • workshops (B1, B2, B5); • use of the VLE (B1, B2).
	Assessment strategies and methods: • coursework (B1, B2, B5)
C: Practical skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
C1 Retrieve, select, and evaluate information from a variety of sources towards the digital health needs and requirements, with analysis of existing best practices and management of risk. C4 Plan, monitor and evaluate the progress of a digital health solution.	Learning and teaching strategies and methods: • lectures (C1); • labs/seminars (C1, C4); • workshops (C1, C4); • use of VLE (C1); • coursework (C1, C4); • group exercises (C1, C4).
	Assessment strategies and methods: • coursework (C1, C4);
D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
D2 Gather, select, and analyse a range of experimental and fieldwork data, and present professionally using appropriate media. D3 Structure and communicate ideas professionally and effectively to appropriate professional and academic standards.	Learning and teaching strategies and methods: • lectures (D2 – D4); • labs/seminars (D2- D4); • workshops (D2 – D4); • use of the VLE (D3, D4); • directed reading (D2, D4).
D4 Demonstrate initiative, self-direction, and exercise personal responsibility for management of own learning.	Assessment strategies and methods: • coursework (D2 – D4).

Programme Skills Matrix

Units	Programme Intended Learning Outcomes	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
L7	Health Information Systems	X	X		X	X	X	X	X		X	X		X	X	X	X	X	X	X
L7	Human Computer Interaction	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L7	Programming and Prototyping		X				X	X	X		X	X	X	X		X	X	X	X	X
L7	Industrial Skills and Professional Issues (Digital Health)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L7	Persuasive Technology and Behavioural Change	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L7	Research Methods in HCI			X	X	X	X	X	X		X	X		X	X	X	X	X	X	X
L7	Individual Masters Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Admission Regulations.

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the recognition register for a full list of approved Recognition arrangements and agreed entry criteria.

ASSESSMENT REGULATIONS

6A – Standard Assessment Regulations: Postgraduate Taught Programmes.

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

N/A