

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Master of Public Health (MPH) Master of Science (MSc) Postgraduate Diploma Postgraduate Certificate
4	Programme Title	See item 5
5	Programme Code	5011 F/P MSc Public Health and Health Services Research 5240P MSc Public Health and Health Services Research (3 yrs) 5854 F/P Master of Public Health 5855P Master of Public Health (3 yrs) 5230 F/P MSc Health Services Research 5241P MSc Health Services Research (3 yrs) 3385 F/P PgDip Public Health and Health Services Research 3028P PgCert Public Health and Health Services Research 6017P Public Health and Health Services Research
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Last updated	October 2014

10 Programme Aims

The suite of programmes aim to produce graduates drawn from various healthcare and healthcare related professions within the NHS, ancillary services and industry with an academic foundation at FHEQ level 7 (Masters' level) in the disciplines and knowledge that underlie public health and health services research. This programmes aim to give the students a foundational understanding of different approaches to health care and the delivery of health care services whilst equipping them with the skills to evaluate and critically appraise these approaches to health and health care.. Students will also have a systematic understanding of the way in which research into the healthcare services can lead to significant improvements in the health of populations. As the course progresses through each stage students will consider different research strategies and develop skills in project design and analysis ultimately leading to a Master's degree.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should be able to demonstrate the ability to:

A1 demonstrate knowledge of the way in which health care is planned, delivered and influenced in the UK that underpin their chosen area of study

A2 demonstrate knowledge of the health status of individuals and populations and the factors that influence them in their chosen area of study

Teaching and Learning Methods

Knowledge and understanding (A1-2) are primarily imparted through lectures and seminars. In both cases group and computer-based exercises, and student presentations are used to check the students' learning. Both A1 and A2 are achieved by project work undertaken as part of several of the modules leading to this learning outcome. Students are encouraged and expected to undertake independent reading to supplement the taught component of the programme. This reading is supported by the provision of reading lists, with identified prioritised references. Exercises are provided throughout the programme for self-assessment/monitoring of progress.

Assessment Strategy

Knowledge and understanding of the subjects is primarily assessed by unseen examinations (A1-2) and written assignments (A1-2).

Intellectual Skills

On completing the programme students should be able to:

B1 critically appraise and summarise published literature (MPH, MSc, Postgraduate Diploma and Postgraduate Certificate)

B2 analyse, evaluate and interpret health-related data (MPH, MSc, Postgraduate Diploma and Postgraduate Certificate)

B3 use evidence to recommend changes to public health and health care practice (MPH, MSc and Postgraduate Diploma)

Teaching and Learning Methods

Intellectual skills are developed through seminars (B1-3) and individual and group exercises (B1+2). Students are encouraged to explore and develop these skills through directed reading and student presentations, through case studies (B2) and project work to assess and solve problems (B3). These practical exercises can involve small group work in seminars or be individual pieces of work either for informal presentation to the group or by self-directed learning/directed reading.

Assessment Strategy

Intellectual skills are assessed by unseen examinations and written assignments (B1-3).

Practical Skills

On completing the programme students should be able to:

C1 design a study to investigate a health-related question (MPH, MSc, Postgraduate Diploma and Postgraduate Certificate)

C2 implement a study of a health-related question (MPH, MSc)

Teaching and Learning Methods

Skills in study design (C1) and study implementation (C2) are developed by lectures, seminars and individual and group exercises. Students are also taught basic statistical computing packages (C1-2) and undertake practical exercises on a regular basis. Students are supported in the development of these skills and their application in the dissertation by one-to-one supervision. Students are encouraged to develop practical skills C1-2 through active participation in class exercises. These skills are further developed and reinforced as the students apply their new skills to the development of a research project which is written up as their dissertation.
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Assessment Strategy

These skills are assessed by design and implementation of a research project for the dissertation (C1-2), by unseen examinations (C1) and written assignments (C1-2).

Transferable/Key Skills

On completing the programme students should be able to: D1 identify appropriate information from a variety of sources D2 integrate material to investigate a topic D3 demonstrate effective communication skills using a variety of media D4 plan, organise and prioritise work activities to meet deadlines D5 use library and IT resources skilfully and appropriately.
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Teaching and Learning Methods

The skill of identifying sources of information (D1) is developed through lectures, seminars and practical group exercises. A key part of the programme is integrating the material from the various modules (D2), and this is developed through seminars, lectures, group exercises and student presentations, and also by tutors cross-referencing material from relevant modules. Communication and presentation skills (D3) are developed through seminars, group exercises and student presentations. Planning and organisation of their work (D4) and use of library and information technology resources (D5) are covered throughout the programme. Students are encouraged to develop key skills D1-5 through active participation in group exercises, through informal presentations to the group and through the completion of written work. Integration of material from across the programme content is encouraged in the planning and implementation of the research project for the dissertation which makes up the final part of the programme. Students are supported by an academic supervisor, who provides support and advice throughout the dissertation.

Assessment Strategy

Skills D1-5 are assessed by a combination of written assignments and the dissertation. In addition, skills D1-3 are assessed by oral presentation, and skill D1 is assessed by unseen examination.
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12 Programme Curriculum, Structure and Features
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Basic structure of the programme

The Masters programmes consist of a body of taught modules which includes 50 credits of compulsory modules, 20 credits of subject specific compulsory modules, 50 credits of optional modules, and a supervised project and dissertation worth 60 credits. To be awarded a Masters' degree, students must successfully complete 180 credits: taught modules account for 120 credits, while the dissertation accounts for 60 credits.
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To be awarded a Postgraduate Diploma (3385F or 3385P), students must successfully complete 120 credits of the taught programme of study.

The Postgraduate Certificate (3028P) consists of 60 credits from the taught programme, and is suitable for students wanting an introduction to the methods of public health and health services research.

Students may complete the Masters course full-time over one year, or part-time over two or three years. Taught modules may be split over two years, while the project and dissertation are done in the last year of study.

1) The 1-year option comprises contact teaching during September – March for the taught modules, and then the summer is spent completing the project and dissertation. Students will be expected to use non-contact time during September - March for the development of their dissertation project. The dissertation is submitted at the end of August.

2) The 2-year option involves *either*

a) completing all the 120 credits from taught modules in the first year, followed by the dissertation project in the second year *or*

b) completing 60 or 70 credits from taught modules in the first year, with the remaining modules needed to complete the 120 credits of the taught component and the dissertation project in the second year.

3) The 3-year option is to take 60 or 70 credits from taught modules in the first year, the remainder in the second year, and the dissertation project in the third year.

Students may complete the Postgraduate Diploma course full-time over 9 months, or part-time over 21 months.

Students take the Postgraduate Certificate as a part-time course over 9 months.

Students are also able to study modules on a continuing professional development (CPD) basis.

All students will undertake compulsory modules in quantitative and qualitative research methods as well as systematic reviewing, with the option to take further research methods modules in quantitative and qualitative research methods. Thus, students will be fully equipped to carry out a research project independently, using a range of research methods and techniques.

MPH students will then take two further compulsory modules, Public Health Intervention and Health Care Quality, as well as a dissertation topic in Public Health. Compulsory modules for the MSc in Health Services Research comprise, Health and Health Care Policy and Health and Society, with a dissertation topic in Health Services Research. Students who opt for a Masters' Degree in Public Health and Health Services Research will take 70 credits of optional modules, together with a dissertation in Public Health and Health Services Research.

Key features of the programme (including what makes the programme distinctive)

The Masters programmes provide, together with service training, an appropriate preparation for the academic components of the Diploma and Part A MFPH examination of the Faculty of Public Health.

The list of modules and their credit values are given below:

Module Code	Module Short Title	Total Cred
HSC8027	Health Economics	10
HSC8036	Health Statistics	20

HSC8040	Health and Health Care Policy	10
HSC8042	Public Health Intervention	10
HSC8045	Public Health Protection	10
HSC8046	Applied Epidemiology	20
HSC8047	Health and Society	10
HSC8048	Health Care Quality	10
HSC8051	Intro to Qualitative Res Methods	10
HSC8052	Further Qualitative Research Methods	10
HSC8053	Intro to Quant Research Methods	10
HSC8054	Further Quant Research Methods	10
HSC8055	Intro to Systematic Review & Critical App	10
HSC8056	Introduction to Global Health	10
HSC8057	Global Health	20
HSC8099	Dissertation	60

The distinctive features of this suite of programmes are that students are provided with a thorough training in the principles underlying Public Health and Health Services Research, together with an extensive grounding in research methods. This is then reinforced by a comprehensive programme of optional modules, which ensures that the programme is tailored to meet the requirements of each student.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry qualifications

A good honours degree, preferably in the medical/biomedical/health or social science fields. Applications from other backgrounds are welcome but applicants are encouraged to discuss their application with the Degree Programme Director in the first instance.

A candidate may be entered for the programme in Public Health and Health Services Research at the discretion of the Degree Programme Director and provided that such candidate:

can provide one appropriate academic reference; and

(b) has a minimum upper second-class Honours degree in a medical/health or social sciences discipline. Applicants from other backgrounds will be considered on a case by case basis; or

(c) has successfully completed the fourth year of the Bachelor of Medicine and Bachelor of Surgery (MBBS) programme or equivalent.

Admissions policy/selection tools

Applications may be made at any time during the year, but a closing date for finalisation of places will be set annually, usually the end of August. Offers of places are made to suitably qualified applicants, conditional upon receiving a satisfactory reference, evidence of qualifications and IELTS or TOEFL score if applicable. Interviews will be undertaken if appropriate. Specialist Registrars in Public Health in the Strategic Health Authority will be deemed accepted upon appointment.

Non-standard entry requirements

Candidates who do not meet the criteria are encouraged to discuss their application with the programme director and/or to provide written justification for their application for this particular programme. All applicants will be considered individually on merit.

Level of English language capability

All candidates whose first language is not English will require a minimum IELTS score of 7.5 with a minimum score of 7.0 in the writing sub-score, or overall equivalent.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support team provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 50%

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by the University following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure: <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

The Degree Programme Handbook:

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Master of Public Health	Master of Science in Public Health and Health Services Research	Master of Science in Health Services Research	Postgraduate Diploma in Public Health and Health Services Research	Postgraduate Certificate in Public Health and Health Services Research
A1 - Demonstrate knowledge of the way in which health care is planned, delivered and influenced in the UK	HSC8027, HSC8040, HSC8046, HSC8047, HSC8055,	HSC8027, HSC8040, HSC8046, HSC8047, HSC8055,	HSC8027, HSC8040, HSC8046, HSC8047, HSC8055,	HSC8027, HSC8040, HSC8046, HSC8047, HSC8055,	HSC8027, HSC8040, HSC8046, HSC8047, HSC8055,
A2 - Demonstrate knowledge of the health status of individuals and populations and the factors that influence them	HSC8036, HSC8042, HSC8045, HSC8046, HSC8047, HSC8051, HSC8052, HSC8053, HSC8055, HSC8054, HSC8056, HSC8057	HSC8036, HSC8042, HSC8045, HSC8046, HSC8047, HSC8051, HSC8052, HSC8053, HSC8055, HSC8054, HSC8056, HSC8057	HSC8036, HSC8042, HSC8045, HSC8046, HSC8047, HSC8051, HSC8052, HSC8053, HSC8055, HSC8054, HSC8056, HSC8057	HSC8036, HSC8042, HSC8045, HSC8046, HSC8047, HSC8051, HSC8052, HSC8053, HSC8055, HSC8054, HSC8056, HSC8057	HSC8036, HSC8042, HSC8045, HSC8046, HSC8047, HSC8051, HSC8052, HSC8053, HSC8055, HSC8054, HSC8056, HSC8057
B1 - Critically appraise and summarise published literature	HSC8027, HSC8036, HSC8048, HSC8055	HSC8027, HSC8036, HSC8048, HSC8055	HSC8027, HSC8036, HSC8048, HSC8055	HSC8027, HSC8036, HSC8048, HSC8055	HSC8027, HSC8036, HSC8048, HSC8055
B2 - Analyse, evaluate and interpret health-related data	HSC8027, HSC8036, HSC8046, HSC8051, HSC8052, HSC8053, HSC8054,	HSC8027, HSC8036, HSC8046, HSC8051, HSC8052, HSC8053, HSC8054,	HSC8027, HSC8036, HSC8046, HSC8051, HSC8052, HSC8053, HSC8054,	HSC8027, HSC8036, HSC8046, HSC8051, HSC8052, HSC8053, HSC8054,	HSC8027, HSC8036, HSC8046, HSC8051, HSC8052, HSC8053, HSC8054,

	HSC8055	HSC8055	HSC8055	HSC8055	HSC8055
B3 - Use evidence to recommend changes to health care practice	HSC8036, HSC8042, HSC8046, HSC8048	HSC8036, HSC8042, HSC8046, HSC8048	HSC8036, HSC8042, HSC8046, HSC8048	HSC8036, HSC8042, HSC8046, HSC8048	HSC8036, HSC8042, HSC8046, HSC8048
C1 - Design a study to investigate a health-related question	HSC8027, HSC8036, HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051, HSC8052, HSC8053, HSC8054, HSC8055, HSC8099	HSC8027, HSC8036, HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051, HSC8052, HSC8053, HSC8054, HSC8055, HSC8099	HSC8027, HSC8036, HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051, HSC8052, HSC8053, HSC8054, HSC8055, HSC8099	HSC8027, HSC8036, HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051, HSC8052, HSC8053, HSC8054, HSC8055, HSC8099	HSC8027, HSC8036, HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051, HSC8052, HSC8053, HSC8054, HSC8055, HSC8099
C2 - Implement a study of a health-related question	HSC8027, HSC8036, HSC8042, HSC8045, HSC8046, HSC8048, HSC8051, HSC8052, HSC8053, HSC8054, HSC8055, HSC8099	HSC8027, HSC8036, HSC8042, HSC8045, HSC8046, HSC8048, HSC8051, HSC8052, HSC8053, HSC8054, HSC8055, HSC8099	HSC8027, HSC8036, HSC8042, HSC8045, HSC8046, HSC8048, HSC8051, HSC8052, HSC8053, HSC8054, HSC8055, HSC8099	HSC8027, HSC8036, HSC8042, HSC8045, HSC8046, HSC8048, HSC8051, HSC8052, HSC8053, HSC8054, HSC8055, HSC8099	HSC8027, HSC8036, HSC8042, HSC8045, HSC8046, HSC8048, HSC8051, HSC8052, HSC8053, HSC8054, HSC8055, HSC8099
D1 - Identify appropriate information from a variety of sources	HSC8040, HSC8045, HSC8046, HSC8048, HSC8051, HSC8052,	HSC8040, HSC8045, HSC8046, HSC8048, HSC8051, HSC8052,	HSC8040, HSC8045, HSC8046, HSC8048, HSC8051, HSC8052,	HSC8040, HSC8045, HSC8046, HSC8048, HSC8051, HSC8052,	HSC8040, HSC8045, HSC8046, HSC8048, HSC8051, HSC8052,

	HSC8053, HSC8054, HSC8055 , HSC8056, HSC8057	HSC8053, HSC8054, HSC8055 , HSC8056, HSC8057	HSC8053, HSC8054, HSC8055 , HSC8056, HSC8057	HSC8053, HSC8054, HSC8055 , HSC8056, HSC8057	HSC8053, HSC8054, HSC8055 , HSC8056, HSC8057
D2 - Integrate material to investigate a topic	HSC8027, HSC8036 , HSC8040, HSC8042 , HSC8045, HSC8046, HSC8047, HSC8048 , HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099 ,	HSC8027, HSC8036 , HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099 ,	HSC8027, HSC8036 , HSC8040 , HSC8042, HSC8045, HSC8046, HSC8047 , HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099 ,	HSC8027, HSC8036 , HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099 ,	HSC8027, HSC8036 , HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099 ,
D3 - Demonstrate effective communication skills in a variety of media	HSC8027, HSC8036 , HSC8040, HSC8042 , HSC8045, HSC8046, HSC8047, HSC8048 , HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099	HSC8027, HSC8036 , HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099	HSC8027, HSC8036 , HSC8040 , HSC8042, HSC8045, HSC8046, HSC8047 , HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099	HSC8027, HSC8036 , HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099	HSC8027, HSC8036 , HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099

D4 - Plan, organise and prioritise work activities to meet deadlines	HSC8027, HSC8036 , HSC8040, HSC8042 , HSC8045, HSC8046, HSC8047, HSC8048 , HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099	HSC8027, HSC8036 , HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099	HSC8027, HSC8036 , HSC8040 , HSC8042, HSC8045, HSC8046, HSC8047 , HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099	HSC8027, HSC8036 , HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099	HSC8027, HSC8036 , HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099
D5 - Use library and IT resources skilfully and appropriately	HSC8027, HSC8036 , HSC8040, HSC8042 , HSC8045, HSC8046, HSC8047, HSC8048 , HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099	HSC8027, HSC8036 , HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099	HSC8027, HSC8036 , HSC8040 , HSC8042, HSC8045, HSC8046, HSC8047 , HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099	HSC8027, HSC8036 , HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099	HSC8027, HSC8036 , HSC8040, HSC8042, HSC8045, HSC8046, HSC8047, HSC8048, HSC8051 , HSC8052, HSC8053 , HSC8054, HSC8055 , HSC8056, HSC8057, HSC8099

Compulsory modules in bold