

Programme Specification

Programme title: BSc (Hons) Public Health & Community Wellbeing

Academic Year:	2019-20
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	N/A
Final and interim award(s):	<p>BSc (Honours) [Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>BSc (Ordinary) [Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>Diploma of Higher Education [Framework for Higher Education Qualifications (FHEQ) level 5]</p> <p>Certificate of Higher Education [Framework for Higher Education Qualifications (FHEQ) level 4]</p>
Programme accredited by (if appropriate):	N/A
Programme duration:	3 years full-time
UCAS code:	B992
QAA Subject benchmark statement(s):	Health Studies (QAA 2016)
Date last confirmed and/or minor modification approved by Faculty Board	April 2019

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

The rapidly changing context within the public health, wellbeing and social care sectors is seeing the emergence of new and exciting roles alongside the more established roles of registered health and social care professionals. This innovative interdisciplinary programme is designed to prepare students with the knowledge, skills and experience to successfully apply for a wide range of graduate roles related to public health, wellbeing and social care in private or voluntary organisations. Examples of roles which previous graduates have taken up include public health quality advisors, health trainers, housing support officer and pathway care navigator. Our graduates work in services such as health promotion, public health, healthy living centres and drug and alcohol services. Other areas of work have included working with sufferers of domestic violence, supporting people with mental health problems, social enterprises, voluntary, charity and third sector organisations such as Barnardo's. Students may be already working in health, wellbeing and social care or looking for a programme to enable them to enter employment in these sectors.

Some graduates have used their degree as a platform to enable them to enter post-graduate programmes leading to a teaching qualification or registerable qualifications such as public health and social work at the University of Bradford and nursing and midwifery programmes at other local Universities. The Faculty of Health Studies also offers a variety of short courses and postgraduate study options through its ongoing Continuing Professional Development (CPD) and Specialist Skills and Post-Registration development (SSPRD) which allows health graduates to specialise in areas of interest such as public health, equality and diversity and leadership and health management.

Whatever the students individual area of interest within public health, wellbeing and social care the programme will equip students to work in diverse communities with a wide range of stakeholders. It is designed for people who want to work flexibly, innovatively and responsively with individuals or communities to improve their health and wellbeing by tackling social disadvantage and health inequalities.

A key aspect of the programme is the strong emphasis on helping students to develop a range of transferable graduate skills valued by employers. During the programme, students will develop a portfolio of evidence to support and prepare them for employment. The inclusion within the programme of a significant element of work based learning will extend their learning experience beyond the classroom to community based settings which students can select to meet their personal, vocational and academic interests. To this end, students will be given the opportunity to complete a work-based learning experience at Levels 5 and 6 of their studies. The team works collaboratively with employers and local stakeholders to secure opportunities that will enable students to link theoretical concerns of the programme to their practice learning and to gain valuable practical skills, knowledge and experience. Here students will be able to experience partnership and inter-professional working in real world environments. The programme is designed to develop skills in team working, problem solving, leadership and communication which are all central to the delivery of effective services within health, wellbeing and social care. The use of technology and technology enhanced learning is central to the programme. Students will develop the ability to think critically so that they can explore and challenge the evidence base informing health and social care delivery. Students will be able to use an innovative and evidence based approach

in graduate roles to enhance services within health and social care settings. We aim to develop students to be an inclusive graduate by developing their awareness of and ability to work with people a range of cultures, religious beliefs as well as with people whose sexuality, gender or age may be different from their own.

A key aim of the programme is to enable students to become an independent life-long learner equipped with the skills necessary to continuously develop their career in the rapidly changing context within which services are delivered.

The multi-disciplinary programme team has a wide range of professional experience in the health, wellbeing and social care sectors. This includes nurses both adult and mental health, social workers, housing support workers, health managers, psychologists, sociologists and epidemiologists. The vocational experience of the team enriches the learning and teaching environment through the use of real life case studies. Our academic team are actively involved in research and examples include; Vitamin D and paediatric infections, barriers to health screening for TB, infertility, teenage pregnancy, usage of food banks and cultural competency of health and social care workers. In addition all members of the teaching team are Fellows of the Higher Education Academy.

The programme has been written with reference to the QAAHE Benchmark Statement for Health Studies (QAA 2016) and the Framework for Higher Education Qualifications (2008, 2011).

Students can study this programme on a full-time or part-time basis.

Programme Aims

The programme is intended to:

- Develop a critical understanding of the key concepts of policy, theory and practice of health, wellbeing and social care, employability and entrepreneurship.
- Explore how health, wellbeing and social care policies operate locally, nationally and globally, including sustainability and environmental factors.
- Develop an independent and reflective lifelong learner equipped with research and enquiry skills.
- Provide opportunities to gain real world experience in a range of health, wellbeing and social care settings to facilitate partnership and inter-professional working.
- Develop a range of transferable skills required by employers to work flexibly in changing communities.
- Develop knowledge of a sustainable evidence-based approach to developing and delivering services.

Programme Learning Outcomes

To be eligible for the award of Certificate of Higher Education at FHEQ level 4, students will be able to:

- LO1 Demonstrate knowledge of the underlying concepts and principles associated with healthy communities and an ability to evaluate and interpret these within the context of health, wellbeing and social care.
- LO2 Demonstrate knowledge and holistic understanding of a range of influences on health, wellbeing and lifestyle challenges with emphasis on equality and diversity, and the promotion of social inclusion.
- LO3 Discuss and explain the psychological and sociological principles of human health and illness and review cultural, economic, political and social determinants of health and wellbeing.
- LO4 Reflect on their own academic, personal and professional skills development needs and identify appropriate action plans.
- LO5 Effectively communicate information, arguments and analysis in a variety of forms to stakeholders, professionals and service users.

Additionally, to be eligible for the award of Diploma of Higher Education at FHEQ level 5, students will be able to:

- LO6 Appraise the concepts and principles associated with health, wellbeing and social care and apply these including within a workplace setting.
- LO7 Work responsibly within communities and critically reflect on issues of ethics, values, safeguarding and social justice.
- LO8 Utilise a range of established techniques to initiate and undertake critical analysis of information and evidence from a variety of sources, and to propose solutions to problems arising from that analysis.
- LO9 Critically examine the appropriateness of different approaches to solving problems in health, wellbeing and social care, including health promotion and community engagement.

Additionally, to be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

- LO10 Use a range of established techniques to critically analyse academic literature, evidence and research to propose creative and innovative solutions to health, wellbeing and social care problems.
- LO11 Employ theoretical and professional frameworks to critically evaluate sustainable service development and improvement relating to health, wellbeing and social care in a contemporary context.

Additionally, to be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:

- LO12 Work effectively with organisations and communities using project management and leadership skills.
- LO13 Critically analyse and evaluate their own knowledge and skills in relation to enterprise and employability and plan their own continuing personal and professional development.

Curriculum

Stage 1/Level 4

In this stage students will study six core modules, each of 20 credits.

The module Personal and Professional Development allows students to reflect on own professional and academic development to date and to plan and implement action plan to continue to develop their own professional and academic skills. The development of study skills such as literature searching and critical thinking will be included early in the students studies to help them as a new student to make the transition into University study. Students will be able to construct a reflective e-portfolio which they can use to record their learning throughout the duration of the programme.

A further four modules explore the biological, psychological and social contexts surrounding individual and community health, wellbeing and care, and students will be able to recognise the complexity of factors which have the potential to influence the quality and health of people's lives.

The ability to communicate effectively to a wide range of audiences via a range of methods is a vital skill for anyone working in health and social care settings and is developed in the module Communication Skills. This important transferable skill is valued highly by employers.

This stage of the programme is designed to give students in-depth knowledge and understanding of a range of key concepts and principles related to their area of study and forms a strong base for their study and stages 2 and 3.

FHEQ Level	Module Title	Core or Option	Credits	Semester (s)	Module Code
4	Personal and Professional Development	Core	20	1	HWS4010-B
4	Psychological Perspectives on Health and wellbeing	Core	20	1	HWS4004-B
4	Social Influences on Health and Wellbeing	Core	20	1	HWS4008-B
4	Social Policy, Society and	Core	20	2	HWS4009-B

	Welfare				
4	Understanding Groups and Communities	Core	20	2	HWS4011-B
4	Communication Skills	Core	20	2	HWS4007-B

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Stage 2/Level 5

In stage 2, students will study five core modules and will be able to select one module from a choice of three options which best meets their personal, professional and academic development needs. This stage builds upon the modules studied in stage 1 to develop and extend their knowledge, understanding and skills in a range of key subject areas central to tackling inequality and disadvantage.

The Work Based Learning module will provide the opportunity to undertake a placement in an organisation of their choice, again allowing students to tailor their learning experience to their interests and career aspirations. Placement will enable students to develop a wide range of transferable skills including team working, problem solving and communication with a range of stakeholders. Students will be supported on their placements by a dedicated work-based learning co-ordinator. Students will attend a variety of bespoke sessions to prepare them for placement. These will explore the core values and ethical and professional practice which will be required to work effectively in graduate roles within the sector and will also enable students to further develop their professional portfolio.

The ability to critique and use research in delivering evidence based services will be developed in the module Appraising Evidence Based Literature for Health, Wellbeing and Social Care. Health Education and Promotion and Community Public Health modules will allow students to appraise theory and practice in these areas and the impact these can have on the health and wellbeing of individuals and wider society. The module Equality and Diversity will develop students knowledge and understanding of the principles and practice of equality and diversity. This underpins their learning across subsequent levels of the programme and is preparation for work based learning in semester 2.

A choice of three optional modules each explore contemporary areas of importance in health, wellbeing and social care. Students will be required to select one of these module.

FHEQ Level	Module Title	Core or Option	Credits	Semester (s)	Module Code
5	Equality and Diversity	Core	20	1	HWS5013-B
5	Health Education and	Core	20	2	HWS5002-B

	Promotion				
5	Appraising Evidence Based Literature for Health, Wellbeing and Social Care	Core	20	1	HWS5007-B
5	Work Based Learning 1: (Responsible Working Practices)	Core	20	1	PRP5016-B
5	Community Public Health	Core	20	2	HWS5006-B
5	Mental Health and Wellbeing	Option	20	2	HWS5010-B
5	Applied Epidemiology for Health Wellbeing and Social Care	Option	20	2	HWS5011-B
5	Globalisation, Citizenship and Cultural Difference	Option	20	2	HWS5009-B

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes.

Stage 3/level 6

The study pattern for Stage 3 will consist of three 20 credit core modules in semester 1 and two 30 credit core modules in semester 2. The emphasis in this stage is on developing a students ability to be an independent learner and to further enhance their knowledge and transferable skills in readiness for graduate employment. This stage addresses a number of skills which employers have indicated they look for when recruiting to posts within their organisations.

A further opportunity to engage in placement learning is provided in the Work Based Learning module where we aim to develop skills in employability and enterprise. Students may choose use the same placement area used at level 5 of their study or take the opportunity to experience working in a different environment or organization. A students e-portfolio will again be used to record personal and professional development. Students will be able to critically explore a range of approaches to leadership and management. Students will be able to examine their own approach to leadership and management in the module Leadership and Management in Organisations. Students will have the opportunity to develop and use skills required to manage projects by undertaking a collaborative activity where students plan, implement and evaluate a real project in the form of a health promotion fair for fellow students within the University. This is always a vibrant and exciting day for our students and it establishes links with local community organisations that support us on the day. The ability to work with the community is further developed in the Community Development and Engagement module where issues such as capacity building, stakeholder involvement and sustainability are considered. The Contemporary Issues module critically examines up to

date policy initiatives which will enable students to have a sound grasp of the contexts within which health, wellbeing and social care are delivered. This module will allow students undertake an independent study into a contemporary issue of their choice so further developing their ability to use evidence based approaches to working as an autonomous learner.

FHEQ Level	Module Title	Core or Option	Credits	Semester (s)	Module Code
6	Contemporary Issues in Health, Wellbeing and Social Care	Core	20	1	HWS6007-B
6	Work Based Learning 2 (Enterprise, Entrepreneurship and Employability)	Core	30	1	PRP6022-C
6	Community Development and Engagement	Core	20	ACYR	HWS6005-B
6	Leadership and Management in Organisations	Core	20	2	HWS6008-B
6	Project Management	Core	30	2	HWS6003-C
Semester 'ACYR' describes a module that is taught over semesters one and two.					

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

Learning and Teaching Strategy

The programme uses a research informed approach to teaching and learning designed to allow students to achieve all the programme learning outcomes by the time they graduate. We aim to be student centred in supporting students to successfully complete the programme, using a blended learning approach and technology enhanced learning. Students are encouraged to take increasing responsibility for their learning across the three years allowing students to become an autonomous learner. Students will be allocated a personal academic tutor who will support them at all stages of the programme.

The programme uses a wide variety of teaching and learning methods to reflect our diverse student group and to accommodate differences in individual learning styles Key topics are delivered in research informed lectures which are followed by interactive small group seminars where their knowledge, subject specific skills and personable transferable skills are developed using a range of activities including; group work, discussion, presentations, case studies and quizzes. Seminars also provide the opportunity to reflect upon, analyse and

evaluate lecture content. Students will receive on-going formative feedback in relation to activities undertaken.

The virtual learning environment (VLE), is used extensively to complement other teaching and learning methods used within the programme and to support and direct students in their studies. Support is available to help students use the VLE.

Directed and independent study is used to develop and expand student knowledge and analytical skills by undertaking guided reading and by preparing for presentations and discussions in the seminars. In stage 3, Students are required to undertake an independent study where they are required to explore a contemporary issue of choice, to produce evidence based independent study in the form of a literature review and preparation for this will form part of the teaching strategy.

Students are introduced to using an e-portfolio early in stage 1 and encouraged to use this across all years of the programme to record their personal and professional development and it is also used as a form of assessment in some modules. The portfolio facilitates development of their reflective skills and is valuable in demonstrating experience and knowledge to potential employers.

Students will also learn team working skills required to be an effective member of an interdisciplinary group of professionals. In the final year, students will learn the essential skills of project management and work collaboratively with a group of other students to plan, implement and evaluate a project.

Module evaluations demonstrate a high level of satisfaction with the learning and teaching experience with almost all modules scoring an overall satisfaction of at least 4 (out of 5). The programme recruited its first intake of students in 2017/18, and therefore does not yet qualify for the National Student Survey.

Assessment Strategy

The programme uses a variety of assessment methods to allow students to demonstrate that they meet the module learning outcomes. This variety is designed to accommodate different learning styles and preferences as we aim to support all students to successfully complete the programme. Methods used include written assignments, reflective portfolios, oral and poster presentations, MCQ exams and the development of health promotion resources. Assessment is supported by an evidence based approach to teaching and learning. The majority of modules enable students to select their own topic for the assessment enabling them to make this relevant to their own development plans and areas of interest. Modules offer formative and summative feedback to facilitate progressive development and achievement.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below

<http://www.bradford.ac.uk/agpo/ordinances-and-regulations/>

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of an applicant's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The **minimum** entry requirements for the programme are as follows:

A typical offer to someone seeking entry through the UCAS scheme would be 112 UCAS points from any combination of A levels, vocational A levels, BTEC, OCR and AS awards. Applicants should also have English GCSE minimum grade c or grade 4 or the key skills equivalent. On completion of a UCAS form applicants will be invited to the Faculty for an Open Day when they will have the opportunity to meet staff, view the facilities and discuss the programme with current students.

Non Standard Offer: Access Programme (45 credits at merit or above) or foundation year plus GCSE grade C or above (or equivalent) in English language. There are other qualifications which can satisfy our entry requirements. We aim to be as flexible as possible in order to widen access, and can consider a combination of qualifications. If students have any queries regarding eligibility for the Programme please contact us for advice.

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

We also welcome international students onto this programme in addition to meeting the entry requirements above, applicants also need to achieve an IELTS score of 6.5

The offer of a place is subject to a satisfactory enhanced Disclosure and Barring (BDS) check.

Recognition of Prior Learning

If students have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide them with exemptions from specified modules or parts of the programme.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Change to core module in Level 4, change to availability period of the Level 6 modules, removal of the automatic second attempt waiver.	February 2019
2	Updated links and minor typographical errors.	April 2019