

BSc (Hons) Public Health and Community Wellbeing Programme Specification

<https://www.bradford.ac.uk/courses/ug/public-health-community-wellbeing-bsc/>

Academic Year:	2022/23
Degree Awarding Body:	The University of Bradford
Target Degree Award:	Bachelor of Science with Honours in Public Health and Community Wellbeing [Framework for Higher Education Qualifications Level 6]
Interim and Exit Awards:	BSc [FHEQ Level 6]; DipHE [FHEQ Level 5]; CertHE [FHEQ Level 4]
Subject Benchmark:	Health Studies (QAA 2019)
Programme Admissions:	September
UCAS Code/Mode of study:	B992/Full-time over 3 years

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.

Minor Modifications Schedule

1. July 2021: Annual changes for 2021/22 academic year. Specification reformatted.
2. February 2022: Updated information to capture minor changes in delivery/ content. Minor amendments to enhance the presence of the Public Health focus. Specification made more accessible. Updated admissions text.

Introduction

Public health aims to address key challenges that we face in society today. Broadly speaking, public health can focus on a range of exciting and challenging areas. These include, for example:

- Informing, educating and empowering individuals and communities to take action about health issues.
- Developing approaches to prevent health problems - the familiar phrase that "*prevention is better than cure*".
- Working to address the social and environmental factors, such as poverty and homelessness, that impact on health and wellbeing.
- Taking action to address health inequalities.
- Influencing policy to protect and improve the health of communities.

The **BSc (Hons) Public Health and Community Wellbeing** programme is designed to enable the student to work on these issues and others to tackle and transform the lives of individuals and communities facing a wide range of health challenges.

This is the perfect time to choose this programme. There is growing awareness of key public health challenges and the role of prevention. There is increasing recognition of the role that vulnerability and inequality plays in relation to health and illness. The programme is designed for people who want to work flexibly, innovatively and responsively with individuals and/or communities to improve their health and wellbeing by tackling social disadvantage and health inequalities.

The course provides a combination of university and work-based learning to enable students to work in this exciting field. Students will undertake a work-based placement in Stage 2 of the programme where they will gain experience of some of the challenges of protecting and promoting individual and community health and wellbeing. This, combined with classroom and online learning, will enable the student to develop the knowledge, skills and personal attributes employers are expecting in the Public Health and Community Wellbeing sector for the 21st century.

We know that employers place a high value on graduates who can show that they have relevant work experience and digital literacy. We work collaboratively with employers and local stakeholders to secure placement opportunities that allow the student to make the link between theory, research and real world problems. We support students to help them select from a wide range of opportunities so that they can get the most out of their experience. Students will gain valuable practical skills, knowledge and experience by learning from people who are already out there making a difference. By the time the student graduates they will be ready to work alongside them.

We work with employers that offer students placement experiences in, for example, community settings, mental health, youth organisations, care homes, housing and a wide range of charity organisations. Exciting initiatives in Bradford at present also include novel ways to record and monitor public health, '*Bradford Beating Diabetes*' and the long running '*Born in Bradford*' initiative which - among other aims - seeks to work with communities to improve child health and wellbeing.

Key areas that graduates may work in once they have successfully completed the programme are community engagement and development work; health promotion and project development and management; advocacy, advice and social prescribing roles. Graduates have taken up roles in the housing sector - for example, working with refugees and asylum seekers or individuals vulnerable to homelessness; in youth services - working with vulnerable young people; and with organisations working with vulnerable families.

Wider roles within the public health field include, for example, roles within smoking cessation, teenage pregnancy, substance misuse, suicide prevention, teaching, as well as roles in epidemiology and monitoring health and patterns of disease within populations. Through their studies, students have developed their knowledge in practice of a wide range of public health challenges including obesity, diabetes, physical inactivity, smoking, addictions, mental health, infectious diseases and public health policy. Many graduates also progress to postgraduate study and training or pursue advanced research opportunities.

The team of academics who will teach on the programme have a wide range of professional experience in sectors relevant to public health, wellbeing and community work. This includes expertise in nursing, social work, psychology, sociology, substance

misuse, sexual health, epidemiology, health management and counselling. In addition, all members of the team are Fellows or Senior Fellows of the Higher Education Academy.

Programme Aims

The programme is intended to:

- Produce graduates who can work independently and collaboratively to promote change, health improvement and social justice in diverse and dynamic communities.
- Provide students with critical awareness of policy, political and micro-political factors that influence the health and wellbeing of individuals and communities.
- Develop independent graduates capable of interpreting health research to inform public health, community engagement and action for change.
- Equip students with the skills and confidence to evaluate their own ethical values and make decisions based on these.

Programme Learning Outcomes

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

1. Demonstrate knowledge of the underlying concepts and principles associated with healthy communities and an ability to evaluate and interpret these within the context of public health.
2. 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.
3. 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.
4. Reflect on their own academic, personal and professional skills development needs and identify appropriate action plans.
5. Effectively and accurately communicate information, arguments and analysis in a variety of forms.

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

6. Appraise the concepts and principles associated with public health and community wellbeing and apply these across a range of contexts.
7. Critically reflect on issues of ethics, values and social justice in relation to professional practice.

8. Utilise a range of established techniques to initiate and undertake critical analysis of information and evidence from a variety of sources.
9. Critically examine the appropriateness of different approaches to solving problems in public health and community wellbeing, including health promotion and community engagement.

Additionally, to be eligible for the FHEQ Level 6 Degree award of Bachelor of Science, students will be able to:

10. Critically analyse academic literature, evidence and research to propose creative solutions to public health and community wellbeing problems.
11. Employ theoretical and professional frameworks to critically evaluate sustainable practice relating to public health and community wellbeing in a contemporary context.
12. Demonstrate critical evaluation of a range of theories and concepts within a defined area of specialist focus.

Curriculum

Students will seek to study one stage a year and to study 120 credits at each stage.

Please note: The curriculum may change, subject to the University regulations and programme monitoring, review and approval processes.

Stage 1

Study Period	Module Code	Module Title	Type	Credit	FHEQ Level
Semester 1	HWS4014-B	Inequalities in Society	Core	20	4
Semester 1	HWS4012-B	Introduction to Public Health	Core	20	4
Semester 1	HWS4013-B	Lifestyle Choice and Behaviour Change	Core	20	4
Semester 2	HWS4016-B	Community Development and Engagement in Multicultural Populations	Core	20	4
Semester 2	HWS4015-B	Preparing for Professional Practice	Core	20	4
Semester 2	HWS4009-B	Social Policy, Society and Welfare	Core	20	4

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

At stage 2, students can select an optional module examining a subject in more detail. The module options are studied across both semesters in this stage.

Study Period	Module Code	Module Title	Type	Credit	FHEQ Level
Semester 1	HWS5015-B	Evaluating Public Health Research	Core	20	5
Semester 1	HWS5014-B	Placement: Professional Practice	Core	20	5
Academic Year	HWS5017-B	Applied Epidemiology	Optional	20	5
Academic Year	HWS5018-B	Global Challenges in Public Health	Optional	20	5
Semester 2	HWS5002-B	Health Education and Promotion	Core	20	5
Semester 2	HWS5010-B	Mental Health and Wellbeing	Core	20	5
Semester 2	HWS5016-B	Public Health: Prevention in Action	Core	20	5

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

Study Period	Module Code	Module Title	Type	Credit	FHEQ Level
Semester 1	HWS6011-B	Policy and Politics in Health and Wellbeing	Core	20	6
Semester 1	HWS6010-B	Surviving and Thriving in Organisations	Core	20	6
Academic Year	HWS6009-C	Independent Study: Finding Health Solutions	Core	30	6
Semester 2	HWS6013-B	Ethical Challenges in Public Health	Core	20	6
Semester 2	HWS6012-C	Project Management and Evaluation	Core	30	6

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at 120 credits in both Level 4 and 5 and 60 credits at level 6.

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 wide variety of teaching and learning methods to reflect our diverse student group and to accommodate differences in individual learning preferences. Key topics are delivered in lectures and interactive seminars, which can include online lectures, on-campus/face-to-face activities, as well as 'asynchronous' online activities and resources that students can work through in their own time. A range of activities take place including group work, discussion, presentations, case studies and quizzes. Seminars also provide the opportunity to reflect upon, analyse and evaluate lecture content. Students also receive on-going formative feedback in relation to activities undertaken.

We are student-centred and use a blended learning approach which combines online and technology enhanced learning with supportive face-to-face contact. As a student progresses through the programme, they are encouraged to take increasing responsibility for their learning so by the time they are in the final stage they will be working independently with supervision from academics.

Students will be allocated a personal academic tutor who will support them from the beginning to the end of their studies. We also operate a Peer Assisted Learning (PALs) scheme which means that students who are already on the programme spend time with new students, supporting them and sharing the 'inside knowledge' they have gained through their experience.

Directed and independent study is used to develop and expand knowledge and analytical skills by providing guided reading and by preparing for presentations and discussions in the seminars. In Stage 3, 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. In addition, students undertake an independent piece of work on an area of specialist focus with an academic supervisor.

Module evaluations demonstrate a high level of satisfaction with the learning and teaching experience.

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 preferences as we aim to support all students to successfully complete the programme.

Methods used include written assignments, reflective portfolios, oral presentations, collaborative group work, project development and management, assessed interviews and the development of health promotion resources. The majority of modules encourage 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 support progressive development and achievement.

Assessment Regulations

This Programme conforms to the standard University Undergraduate Assessment Regulations available at the following link: <https://www.bradford.ac.uk/regulations/>

Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

All applicants need GCSE English grade C/4 or equivalent. Other RQF Level 2 qualifications such as Key Skills English are acceptable.

Any offer of a place is subject to a satisfactory Enhanced Disclosure and Barring Service (DBS) check, formerly known as a Criminal Records Bureau check.

- A typical offer to someone seeking entry through the UCAS scheme would be 112 points from any combination of qualifications such as A-Levels, vocational A-Levels, BTECs, OCR, AS awards and others. 112 points is BBC at A-Level.
- The Bradford Progression Scheme offers an 8-point discount on the standard offer. If you are eligible for this scheme (see below) the UCAS tariff is 104 points.
- An alternative offer is the completion of an Access Programme with at least 45 credits at merit or above, or the completion of a foundation year.

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.

International Students

We also welcome international students onto this programme. Check what qualifications are equivalent to these online: <https://www.bradford.ac.uk/international/country/>

Students whose first language is not English need to demonstrate English proficiency at IELTS 6.5. You can check this score in other equivalent tests we accept or find out more about our pre-session English language courses online at:

<https://www.bradford.ac.uk/international/entry-requirements/>

Access and Recognition of Prior Learning

Applications are welcome from students with non-traditional qualifications, and/or significant personal/professional experience. 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 and experience. If students have any queries regarding eligibility for the Programme please contact us for advice:

AdmissionsHealth@bradford.ac.uk

The University of Bradford has always welcomed applications from disabled students. To discuss adjustments or to find out more about support and access, you may wish to contact Disability Services before you apply online: www.bradford.ac.uk/disability/before

Applications are particularly welcomed from adult learners (those aged 21+ at the start of the programme), armed forces families, carers and care leavers, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller families. To find out more about the University of Bradford Progression Scheme, visit the webpage:

<https://www.bradford.ac.uk/applicants/progression-scheme/>

If applicants 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 applicants with exemptions from specified modules or parts of the programme. For more details on RPL, visit the webpage:

<https://www.bradford.ac.uk/teaching-quality/prior-learning/>

Please note: This information is relevant to the contemporary recruitment cycle and therefore may be different now to when this document was originally published. The current UCAS tariff for the programme, as well as accepted equivalent qualifications, is published online at the course page:

<https://www.bradford.ac.uk/courses/ug/public-health-community-wellbeing-bsc/>
