

## BSc (Hons) Public Health and Community Wellbeing programme specification

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

<b>Academic Year:</b>	2025/2026
<b>Degree Awarding Body:</b>	The University of Bradford
<b>Target Degree Award:</b>	Bachelor of Science with Honours in Public Health and Community Wellbeing (BSc Hons) [Framework for Higher Education Qualifications (FHEQ) Level 6]
<b>Interim/exit awards:</b>	Ordinary Degree of Bachelor (BSc) [FHEQ Level 6] Diploma of Higher Education (DipHE) [FHEQ Level 5] Certificate of Higher Education (CertHE) [FHEQ Level 4]
<b>Programme Admission:</b>	September
<b>Programme Modes of Study:</b>	(UCAS code B992) 3 years full-time

**Please note:** Information about this programme and its modules 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.

### Minor Modification Schedule

1. June 2025: Major Modification to the Programme approved as part of Gateway 3, Academic Portfolio Review.
  2. August 2025: Programme specification edited and made more accessible for publication.
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### Programme vision

The City of Bradford is a unique place to study. Located in the North of England, the city provides a multicultural space that champions diversity. At the University of Bradford our vision is to create a public health workforce skilled and ready to address public health challenges in the UK and across the globe, with an ethos on reducing health inequalities. Our BSc (Hons) Public Health and Community Wellbeing programme will prepare students in an inclusive and supporting University environment to work with members of the public, communities, and public, private and third sector organisations to improve the health of populations by preventing illness and prolonging life.

Our course integrates three strategic themes, focusing on Public Health that is **Innovative**, **Data-driven**, and **Person-centred**, across the programme stages in a scaffolding approach. Students learn foundations of knowledge in Stage 1, develop practical skills in Stage 2, and apply knowledge and skills to solve real-world challenges in Stage 3. Students will benefit from cross-programme learning by joining the School of Management in Stage 2 to sharpen their entrepreneurial skills. They will also learn from experts in data analytics from across the University.

The BSc (Hons) Public Health and Community Wellbeing is guided by our University values:

**Trust:** We champion diversity in knowledge & opinions while promoting respect & dignity.

**Excellence:** We strive for academic and professional practice while providing students with the support they need to achieve excellence in their career.

**Inclusion:** We value all students while creating a space for students to thrive in an environment that fosters a community of belonging.

**Innovation:** We use innovative ways to teach and assess while enabling students to gain confidence in employing new technology to improve the population's health.

Throughout the BSc programme students will also benefit from a rich and diverse range of perspectives and experiences, engaging with members of the public, including people who have personal knowledge of health and social challenges either as a service user, a family member, or a carer (also referred to as experts by experience). This diversity will prepare students to work in multicultural settings, ensuring that the public health practice and research our students have developed will result in confident graduates who make a difference to everyone. At the same time, students will study in a city where health inequalities are a public health priority and where local, national and international organisations come together to address them. Consequently, students will have the opportunity to learn how these organisations are working locally to reduce the impact of health inequalities as part of their 100-hour placement in the second stage. By integrating Innovative, Data-driven, and Person-centred public health skills and knowledge, our graduates will be ready to excel in their professional practice.

## **Graduate characteristics**

The BSc Public Health and Community Wellbeing aims to produce and develop graduates who:

- have a comprehensive understanding of population and public health priorities, and engage in collaborative and interdisciplinary working.
- have effective communication and management skills and are ready to lead themselves and others to improve the population's health.
- are innovative, confident and critical thinkers in the application of evidence-based public health practice and research.
- use digital tools and artificial intelligence responsibly to enhance their professional practice.
- are confident, critical thinkers who meet the ethical and professional standards of a public health professional, being an advocate for people and communities' health.
- are socially aware of the political landscape and the wider determinants of health and make context- and cultural-sensitive decisions that will positively impact people's lives and health.
- are socially responsible; celebrate diversity, and challenge health inequity to ensure everyone enjoys a healthier and longer life.

- are resilient and engage in life-long learning to maintain up-to-date professional practice.
- apply a person-centred approach; involving members of the public and stakeholders in their public health practice and research to improve the health of populations locally and globally.
- will influence and challenge healthcare policy and practice through the generation and evaluation of innovative ideas to improve the population's health.

Graduates from the BSc in Public Health and Community Wellbeing will be knowledgeable about how and where people live, work, and grow impact their health. Graduates will also be skilled in a diverse range of research methods and prepared to engage with stakeholders. Graduates will be able to drive change in the population's health through the application of knowledge and evidence. They will also develop key skills that will help them build trust and communicate efficiently with relevant stakeholders, including local community groups, authorities, community leaders, and decision-makers. Graduates will be suited to employment in a range of public health roles in the public, private and third sectors such as, but not limited to, Health Improvement Officer, Public Health Officer/Analyst, Social Prescriber, Project Manager and Research Assistant/Officer in Public Health. This degree will also allow graduates to continue their professional journey onto Masters and PhD programmes in health-related fields.

## Programme learning outcomes

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

1. Understand and display the professional values, skills and behaviours of a public health professional in a variety of learning and practice settings
2. Demonstrate knowledge of public and population's health and understand its relationship with the wider determinants of health.
3. Develop research and academic skills.
4. Communicate the results of public health practice and research and make sound judgements in accordance with public health concepts.
5. Demonstrate collaborative skills to work with peers, stakeholders, other professionals and members of the public to foster a culture of trust.
6. Engage with reflective practice to identify own learning needs to develop & adopt strategies for building resilience and self-management skills for personal and professional growth.
7. Demonstrate understanding and awareness of technology in health.

To be eligible for the FHEQ Level 5 **Diploma of Higher Education** award, you will be additionally able to:

8. Demonstrate the application of public health proficiencies in practice and reflect on the role of a public health practitioner

9. Demonstrate and apply the use of digital technology to enhance public health practice and research.
10. Use a range of techniques to analyse qualitative and quantitative data to evaluate public health challenges and propose solutions.
11. Understand diverse methods to evaluating population health needs in the local and global context.
12. Evaluate behaviour change approaches at an individual and population levels and apply across public health contexts.
13. Engage with peers, stakeholders, and members of the public in the development of solutions to address public health challenges and communicate efficiently to a diverse range of audiences.
14. Evaluate diverse sources of evidence to inform public health policy.

To be eligible for the FHEQ Level 6 **Ordinary Degree** award, you will be additionally able to:

15. Demonstrate a systematic understanding of the factors that shape population's health.
16. Critically evaluate the role of local, national, and global policies in determining people's health and behaviours.
17. Present and justify approaches to solve a public health challenge, demonstrating autonomous and collaborative public health practice.
18. Critically defend and justify arguments to make informed judgements to identify and disseminate a range of solutions to public health challenges.
19. Disseminate and communicate information using a variety of digital technology to both specialist and non-specialist audiences.

To be eligible for the FHEQ Level 6 **Honours Degree** award, you will be additionally able to:

20. Critically apply the learned methods and techniques to review, consolidate, and extend your public health knowledge to develop health improvement projects.
21. Critically reflect and develop a public health practitioner portfolio that evidences public health competencies and details the plan to address any identified gaps.

## **Public Health and Community Wellbeing curriculum**

The content of the course is designed around two main pillars (Public Health Practice and Public Health Research) and the three strategic themes (Innovative, Data-driven, Person-centred).

## Public Health Practice

The BSc (Hons) Public Health and Community Wellbeing delivers a student-centred approach to learning while exposing students to real-world challenges. This means that students will learn how to conduct public health practice in a professional and ethical manner, ensuring that they develop the required skills to understand what shapes people's behaviours and health and how to tackle health inequalities.

Across all levels, students will interact with members of the public from all ages, including experts by experience, people at risk of illness, and people living healthy lives. In Level 4, students will learn about the risk and impact ill-health can have on people's lives. In Level 5, students will learn how members of the public perceive a health promotion campaign and test their own skills in developing campaigns and communicating efficiently. In Level 6, students will propose innovative ideas to address a public health challenge to a panel of specialists, composed of potential employers and experts by experience. Students will also learn the importance of co-production and how to co-produce a public health innovation with our experts by experience. This approach will help students build their confidence and technical skills to empower them to work across a variety of public health services and in roles that place the people at the very centre.

Our programme centric approach to how we have built our curriculum provides coherence for our students and highlights where each of our modules are mapped to the UK Public Health Register (UKPHR) Proficiencies. These proficiencies and knowledge are contextualised, consolidated, and built upon (and revisited) across modules and at each Level of the programme. Our students will successfully graduate from our programme with a digital e-portfolio of evidence of UKPHR proficiencies they have achieved. This digital e-portfolio will then be used by our graduates as part of their application to register with the UKPHR following a minimum of 2 years of experience of autonomous practice in a public health role. Our graduates will maintain access to their e-portfolio after graduation, ensuring they can continue to evidence their public health competencies as they progress in their careers.

The BSc (Hons) Public Health and Community Wellbeing recognises and celebrates diversity. We have developed a learning approach based on a Universal Design for Learning, providing flexibility in the way we teach and assess students' knowledge, to cater for different learning styles. Students will learn in different settings, ranging from lecture rooms, interactive seminars and workshops, IT suites, the Tech House from the Digital Health Enterprise Zone (DHEZ) and in open spaces on campus. Students will benefit from a diverse and authentic way in which we teach, which includes interactive lectures, small group seminars, and practical classes (e.g., workshops in computer room sessions).

The programme will also offer students a space to learn with other health professions through our Inter-Professional Education (IPE) event, where they will work with students from nursing, midwifery and allied health professions to find solutions to improve health. We operate a Peer Assisted Learning (PALs) scheme which means that students who are already in the programme spend time with junior peers. Students will also benefit from inclusive and authentic assessments, which mirror the tasks undertaken in public health practice. In some of the modules students will have the

freedom to choose their topics and preferred method of assessment. For more information on assessments, look at our Learning, Teaching and Assessment Strategy below.

## **Research-engaged Public Health**

Research is a cornerstone of public health practice. Our programme will prepare our students to gain confidence in conducting and using research to make informed decisions to improve the population's health.

Students will benefit from active public health researchers who bring their research to life in the classroom, providing them with the nuances of conducting impactful public health research. In Level 4 modules, students will become inquisitive students developing fundamental knowledge in public health research and collecting and understanding data. This will prepare them for Level 5 and 6, where they will conduct analysis using real-world data to evaluate the performance of public health activities and identify the health needs of a population. Embedding research throughout the programme will also prepare students who may wish to pursue post-graduate studies, supporting them to build a career as a public health academic.

Sustainability is a priority for our programme as caring for the environment is caring for the public's health. We are working on reducing our carbon footprint by enhancing the use of technology in the way we teach and assess. Technology, Artificial Intelligence (AI) and data science are driving major changes in public health. Our programme will prepare our students to use these new technologies and ensure they are employer-ready for their professional practice.

We have integrated the use of digital tools throughout the programme in a scaffolding approach that will lead to digital fluency. Students will build their digital capabilities and confidence by using digital tools (hardware and software) to navigate disruptive technologies like artificial intelligence and collect and analyse data from existing and emerging sources (i.e., Fingertips, Yorkshire and the Humber Secure Data Environment, Born in Bradford, social media and wearables). Students will build and showcase their digital skills and knowledge by employing them in their learning and assessments across all levels.

We have also partnered with Bradford's Institute for Health and Social Care and students with a keen interest in developing public health interventions using digital technologies will receive support from the Institute to develop their public health innovations. Students will also learn about the links of the environment and health and the way systems can reduce the environmental impact to promote and protect the health of humans, animals, and the ecosystem.

## **Designed for the real world**

The following external frameworks have informed the content and development of the Public Health and Community Wellbeing BSc programme:

1. The **United Nations Sustainable Development Goals** (UN SDGs)<sup>1</sup> which target public health and political interventions at the defining global inequalities of our time to achieve progress by 2030 and lasting future impacts. Public Health professionals are particularly involved with work towards Goal 3 (Good health and well-being) and Goal 10 (Reduced inequalities).
2. In line with other University of Bradford provision, we align our curriculum to the **Framework for Higher Education Qualifications** (FHEQ)<sup>2</sup> which is an English Office for Students sector-recognised standard for academic quality and part of the UK higher education system. Our Honours degree is a European "first cycle" award rated at FHEQ Level 6.
3. We have mapped the programme to the **UK Public Health Registrar (UKPHR) practitioner registration standards**<sup>3</sup>. This helps graduates demonstrate that your education meets these specific requirements for obtaining public health practitioner registration in the UK. Students will receive guidance to develop their own professional portfolio towards registration with the UK Public Health Register after fulfilling the necessary criteria.
4. The **Faculty of Public Health Good Public Health Practice** (FPH GPHP)<sup>4</sup> guidance is a professional body set of standards in the UK for all registered public health practitioners and specialists. Our BSc course is mapped to these internationally relevant behaviours, values, ethical principles and codes of practice for public health (as considered by the world federation, Global Network of Academic Public Health<sup>5</sup>).
5. We have also mapped the programme to the UK **Public Health Skills and Knowledge Framework** (PHSKF)<sup>6</sup>. Supported by the National Health Service, this framework reflects the diversity of the public health workforce and different ways of working across UK nations. The programme mapping helps demonstrate your education as a graduate is effective for working in wider public health service roles including emergency services, local government, integrated care systems and private, voluntary and community services.
6. The **Core Curriculum Programme of the Association of Schools of Public Health in the European Region** (CCP - ASPHER)<sup>7</sup> builds on World Health Organization Essential Public Health Functions (WHO - EPHFs)<sup>8</sup> to address the 'New Normal' which has impacted the public health landscape through the global pandemic of COVID-19 and other current 'perma-crises'. We have mapped the BSc programme to these international standards to ensure you have relevant graduate skills for effective public health practice wherever in the world you build your career.

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<sup>1</sup> See the Goals and progress towards them at the website <https://sdgs.un.org/goals>

<sup>2</sup> Available online at <https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks>

<sup>3</sup> See online at <https://ukphr.org/mapping-of-bsc-courses-2/> (mapping available on request)

<sup>4</sup> Explore the framework online at [www.fph.org.uk/professional-development/good-public-health-practice-2024/](http://www.fph.org.uk/professional-development/good-public-health-practice-2024/)

<sup>5</sup> The GNAPH website is <https://globalnetworkpublichealth.org/about/>

<sup>6</sup> Published online at [www.gov.uk/government/publications/public-health-skills-and-knowledge-framework-phskf](http://www.gov.uk/government/publications/public-health-skills-and-knowledge-framework-phskf)

<sup>7</sup> See the resource hub at <https://ccp.aspher.org/>

<sup>8</sup> <https://www.who.int/teams/primary-health-care/health-systems-resilience/essential-public-health-functions>

## BSc programme structure

The BSc in Public Health and Community Wellbeing curriculum is organised into modular units, studied across the “Academic Year (ACYR)” of September to May or discretely in a single Semester. Students study 120 credits in each stage/year.

### Stage 1 (Level 4)

Stage 1 modules will provide students with the fundamental knowledge underpinning public health practice and research. This stage will introduce students to the principles of population and public health. Students will also develop an entrepreneurial mindset to find creative solutions to health problems. This stage will provide students with the theoretical knowledge to understand how health and disease varies across the lifespan. Students will learn the impact of these diseases from members of the public, including Experts by Experience, to foster a culture of person-centred public health practice and research. This stage will introduce students to key knowledge and skills in research methods in public health, including developing data collection tools, analysing data, and exploring the role of AI in research. Students will begin to develop an e-portfolio where they will map their professional development as public health professionals.

#### Stage 1 Modules (CertHE Public Health and Community Wellbeing)

Study Period	Module Code	Module Title	Credit	Level
Academic Year	HWS4500-B	Introduction to being a public health professional	20	FHEQ 4
Academic Year	HWS4501-B	Transforming health with research: Methods and practice	20	FHEQ 4
Semester 1	HWS4502-B	Health for All: Equality, Diversity and Inclusion	20	FHEQ 4
Semester 1	HWS4503-B	What Makes Us Healthy? Exploring Public and Population Health	20	FHEQ 4
Semester 2	HWS4504-B	Health and disease across the lifespan	20	FHEQ 4
Semester 2	HWS4505-B	Creative Approaches to Health in Society	20	FHEQ 4

Students completing stage 1 will normally progress to the next year of the BSc Public Health and Community Wellbeing programme. At the end of stage 1, students will be eligible to exit with the FHEQ Level 4 award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes 1-7.

### Stage 2 (Level 5)

Stage 2 will enable students to apply the skills and knowledge from Stage 1 and build upon it to develop confidence in their application to real-life settings. Stage 2 will involve conducting a 100-hour placement in a public health organisation of the student’s choice and evidencing their professional development in their e-portfolio. In this stage, students will learn about behavioural science and the tools industries like tobacco, alcohol, and gambling use to influence people’s health. Students at this stage will join the School of Management to take the Entrepreneurship and Employability module, where they will learn from other disciplines and expand their collaboration skills.

Students will further develop their research skills by analysis of real-world data to monitor and evaluate a public health activity. Students will also engage with members of the public, including experts by experience, to learn how to co-develop creative and effective health promotion campaigns. In this stage, students will expand their digital and AI skills through their application on developing health promotion material.

Placements are a fantastic way of building on the professional skills developed during the programme, boosting the students' practical experience and improving their employability prospects. In this programme, students will complete a 100-hour placement in a public health organisation as part of the Becoming a Public Health Professional (Placement) module in Stage 2 (Level 5). The Module Team will provide students with a list of placement providers for them to choose. Students will also be invited to suggest an alternative public health organisation, which will need to be approved by the Module Team. Students will have the opportunity to meet with members from local public health organisations as part of the Becoming a Public Health Professional (Placement) module, where students will be invited to ask questions about the activities they would do at their organisation. By actively participating in a structured work environment, students will enhance their employability skills in line with the UK Public Health Register expectations for a public health practitioner. Students will also build professional networks and gain a deeper appreciation of the impact of public health initiatives.

#### **Stage 2 Modules (DipHE Public Health and Community Wellbeing)**

<b>Study Period</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>	<b>Level</b>
Academic Year	HWS5500-B	Becoming a public health professional (Placement)	20	FHEQ 5
Academic Year	HWS5501-B	Data-driven health: epidemiology and population health	20	FHEQ 5
Semester 1	HRM5015-B	Entrepreneurship and Employability	20	FHEQ 5
Semester 1	HWS5502-B	Behind the scenes: How business impacts on public health outcomes	20	FHEQ 5
Semester 2	HWS5503-B	Health education, prevention, and advocacy	20	FHEQ 5
Semester 2	HWS5504-B	The Science Behind Health Choices	20	FHEQ 5

Students completing stage 2 will normally progress to the next year of the BSc Public Health and Community Wellbeing programme. At the end of stage 2, students will be eligible to exit with the FHEQ Level 5 award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes 1-14.

### **Stage 3 (Level 6)**

The aim of this stage is to enable students to utilise the knowledge gained at Stages 1 and 2 to consolidate their public health practice and research skills. Students will work in groups to address a public health challenge informed by our local partners and our experts by experience team, putting into practice their entrepreneurial and innovation skills. Students at this stage will learn about the impact of health threats globally (e.g., climate change, famine, emerging diseases) and from successful approaches to lead change to address public health challenges. Students will also revisit their e-portfolio to reflect on their own development and identify their next steps in their

professional career.

Students will consolidate their public health research skills by using big data to conduct population health management and health system analyses, interpreting the findings to identify priority areas that lead to actionable solutions. They will also expand their AI skills by using AI to analyse and visualise data. Students will consolidate their public health practice and research skills by undertaking a major design project where they will work individually to design an innovative population health improvement intervention. Students with a keen interest in digital innovations will have the opportunity to work with members of our Institute for Health and Social Care.

### Stage 3 Modules (BSc Public Health and Community Wellbeing)

Study Period	Module Code	Module Title	Credit	Level
Academic Year	HWS6500-B	Being a public health professional	20	FHEQ 6
Academic Year	HWS6501-D	Designing population health improvement interventions	40	FHEQ 6
Semester 1	HWS6502-B	AI and data analytics for changemakers	20	FHEQ 6
Semester 1	HWS6503-B	Leading change in public health through innovation	20	FHEQ 6
Semester 2	HWS6504-B	Health on a Global Scale: From Local Issues to Global Solutions	20	FHEQ 6

At the end of stage 3, students will be eligible to graduate with the FHEQ Level 6 Degree target award of Bachelor of Science with Honours if they have successfully completed at least 360 credits and achieved award learning outcomes 1-21.

Students will be eligible to graduate with the FHEQ Level 6 Ordinary Degree exit award of Bachelor of Science if they have successfully completed 120 credits at Stage 1, 120 credits at Stage 2, at least 60 credits at Stage 3 and achieved award learning outcomes 1-19.

## Assessment, continuation and award regulations

This programme follows the Assessment, Continuation and Award regulations published on the University's website for undergraduate courses (Regulation 2):

<https://www.bradford.ac.uk/about/legal-and-governance/governance/regulations/>

## Learning and Teaching Strategy

Our programme provides all students with a coherent and inclusive student journey, adhering to the principles of Universal Design for Learning. This is achieved by providing a scaffolded approach to learning that builds support and inclusion across every stage and throughout all modules and assessments while encouraging and supporting an increased independence across the levels of study. We have also integrated an induction that goes beyond the welcome week, fostering a culture and sense of belonging. We acknowledge that our students will arrive with different academic experiences and needs. To ensure our students feel supported in their digital literacy and wider academic skills we have integrated support services as a core module at every level of the programme. The support our students receive will also adjust as they progress in their student

journey to empower students to become self-directed problem-solvers.

Learning and teaching methods include interactive lectures to introduce core concepts, small group seminar sessions to contextualise and apply these concepts to real world issues and practical classes to offer students the opportunity to work through real life case studies, using simulated learning and digital technology to bring to life complex case scenarios. Students will be active learners throughout the programme, ensuring they proactively engage in discussions, workshops presentations, and online forums. To facilitate this, students will benefit from an enhanced learning experience by technological innovations at the University of Bradford, such as the Digital Health Zone Enterprise (DHEZ), Clevertouch, PebblePad, advanced Microsoft features, and data analysis software. Students will also engage with digital casting tools, immersive technologies (e.g., Igloo visualisation cylinder), and digital creative platforms that will enrich their student experience. To reflect our diverse student population and to accommodate differences in learning preferences, asynchronous online activities and resources are also provided to enable our students to work through any key concepts at their own pace and in their own time. Digital content will be created in a way that is accessible to all.

We will tailor the support students need as they progress in their studies. This support will be provided by our staff members in collaboration with services from the Library, Academic Skills, and Career and Employability. The support students will receive will align with their level of study to help them become independent students and professionals. In Level 4, students will work closely with their tutors and their peers, while in Level 5 they will start to take on leadership responsibilities and provide further peer-to-peer support. In Level 6, alongside tutor guidance, students will put into practice self-management and self-development skills across their taught and practice modules.

Students will receive guidance to develop their own professional portfolio towards registration with the UK Public Health Register (UKPHR) after fulfilling the necessary criteria. The guidance begins in Level 4, where students will create a personal portfolio aligned with the UKPHR proficiencies to understand the skills required for registration. In Level 5, students will undertake a 100-hour placement in a public health organisation of their choice, and evidence the competencies they developed in their portfolio. In Level 6, students will reflect on the public health competencies they have developed and prepare them for a public health career to gain the required professional experience to complete their registration.

Our programme is future focused, ensuring our teaching and assessment methods are authentic to engage our students in real world public health challenges and solutions both at a regional, national and global level. Members of the public, including people from our experts by experience group, and local partners also work with our Programme Team to develop authentic case studies and provide real world experience and feedback across multiple student assessment panels and presentations. Students will also build and integrate digital tools in their studies, assessments, and professional practice. Consequently, students will be confident, creative, and critical about the use of digital technologies in public health practice and research.

This programme adopts a liberated learning approach. Our students have the freedom to choose the topics and, the type of assessment modalities in some modules, allowing autonomy and

personal connections and real-world meaning to what we teach. We are culturally responsive and inclusive to the diverse perspectives our student students bring. We support this throughout the programme, including at level 5, where we offer our students a personal choice and flexibility for their placement provider. This ensures inclusivity and supports students in focusing on an area of public health that holds meaning and value for them. The course stimulates students' approaches to public health practice and research by engaging in meaningful discussions during lectures, seminars, practical classes and workshops where diverse views and experiences are welcome, fostering a culture of respect, dignity and belonging.

We have an internationally renowned, research-active teaching team who provide our students with cutting-edge, inspirational research in public health through a variety of interactive and research-informed teaching methods. This engages and enthuses our students and provides further opportunities for those students wishing to pursue a postgraduate qualification or research career pathway. Our research engaged approach is developed from Level 4 to Level 6 and builds our students' confidence in how they understand and use data in Public Health whilst contextualising this to real world case studies (Level 4-5). At Level 6 students can choose to collaborate with one of our local partners or the Institute for Health and Social Care to undertake a project to design a public health intervention that improves our local communities' health and well-being as part of their final year assessment.

Our regional partners work collaboratively with our teaching team (on an annual basis) to refresh and inform our curriculum and provide current regional, public health challenges they wish our students to address. Inter-professional education (IPE) events are offered to our students at Level 5 and support them to develop teamwork and communication skills with their peers across the health and social care sectors.

Digital technology and the role of artificial intelligence is contextualised across all our teaching and learning (from Level 4-6). Subject expertise in data science techniques and applications is also provided by wider university staff and students. It is embedded into our teaching and learning to equip our students with an understanding of the role of artificial intelligence in health and its responsible use. Learning and teaching materials relating to mis and disinformation in public health and the role our graduate public health professionals will play is prioritised. Our students will collaborate digitally with other student students, across different environments and use digital tools to gather an assess evidence.

Practical classes provide our students with the confidence and support to build their communication skills, empathy and professionalism. As part of these practical classes, students will practice role modelling of scenarios; such as key interactions with experts by experience. They will reflect on their own communication skills; problem solving and strengthen their appreciation of the diversity and needs of populations with high health needs. Key concepts learnt from the lectures will be brought into the practical classes to contextualise and allow students to problem solve (in real time) and role model these skills prior to working with these communities. Practical classes will also include computer room sessions where students will immerse themselves in the data analysis process that will lead to actionable solutions. These are essential skills necessary to be a public health practitioner.

In addition to face-to-face learning, the programme provides a wider variety of interactive quizzes, blogs, Vlogs, video resources and tutor led guided learning resources through our virtual learning environment (VLE) (Canvas). Pre-recorded tutor videos, research articles and discussion boards allow students to consolidate learning from their lectures prior to face-to-face seminars or workshop discussions. Canvas also provides the student to work at their own pace, review learning and engage in wider peer-to-peer discussion boards. This supports our students to become more reflective, independent students, gradually building this skill as they progress from Level 4 to 6.

## **Assessment strategy**

The BSc (Hons) Public Health and Community Wellbeing provides our students with a diverse and authentic range of assessment methods. This variety is designed to accommodate different learning preferences whilst also allowing the cultural identities of our students to be integrated across assessments.

Summative assessments are designed to mirror the skills and competencies our students need to demonstrate in public health practice. Summative assessments provide an opportunity for students to demonstrate they have met the learning outcomes of the module. The assessments utilise a spiral approach, where the same assessment method is progressively built upon as students advance through the programme and their knowledge deepens. The methods used to assess students' knowledge include written assignments in the form of essays, reports, portfolios, as well as oral presentations, collaborative groupwork, project development, podcasts, and the creation of digital health promotion material. Students will have the freedom to choose the topics for their assignments to encourage them to explore the public health areas they are passionate about. Some modules will also offer students optionality of how they wish to be assessed.

Students' skills and knowledge in public health practice and research will be assessed throughout the programme. Their practice as public health professionals will be assessed through a digital e-portfolio submitted in Level 4 to 6. The e-portfolio will include the mapping of the students' public health competencies against the UKPHR requirements for public health practitioners. Their research skills will be assessed through a variety of assignments, including delivering presentations, writing reports, informing educational campaigns, and developing innovative solutions to public health challenges. Students will demonstrate a wide range of professional skills and values across all the assessments in the programme, such as creativity, innovation, digital skills, effective communication, collaboration, and leadership.

We understand that not everyone will join us from the same educational journey, and we have developed a supportive environment to welcome all types of students. Support for all learning and those with a declared disability will be provided through a learning support plan prior to starting their programme. This plan will ensure that students learning needs are catered for in an environment that will help them succeed in the completion of this programme.

Formative assessments are designed to prepare students to succeed in their summative assessments and are included in all modules. The formative assessments align with the level of support expected at each level, meaning that as students' progress in the programme, they will feel

more confident to conduct their work independently. In Level 4, students will be coached and receive feedback mainly from their tutors. In Level 5 and 6 students will be supported to engage in wider peer-to-peer feedback to foster independent learning and collaboration.

We are aware of the increased use of Generative AI (GenAI) and digital tools. Students will be encouraged to use them responsibly and acknowledge the function these tools played in their assessments to foster transparency. We will support students to ensure they are confident, creative, and critical when employing GenAI and digital tools.

## Admissions and transfers

The University welcomes applications from all prospective students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this programme.

Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience. 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.

### Minimum entry requirements

All applicants need to be able to demonstrate that they have an active interest in health and social care. All places are also offered subject to a satisfactory enhanced Disclosure and Barring Service (DBS) disclosure. This is due to the fact that you may be required to work with children or at-risk adults on your placement and will need to demonstrate that you can safely work with these groups of people.

English language requirements:

- A minimum of GCSE English at grade C or grade 4, or equivalent in another Level 2 English qualification such as Key Skills.
- Students whose first language is not English must have a minimum IELTS score of 6.5 or the equivalent in another English language test we accept. You may be able to take a pre-sessional English course with us to increase your score, or study this programme with an integrated international foundation year, if you do not meet this requirement. Search our website for **English language requirements** for more information.

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: <https://www.bradford.ac.uk/disability/>

## Qualification profiles for Ucas entry

A typical offer to someone seeking entry through the UCAS scheme would be **104 points** from any combination of qualifications such as:

- **A levels:** BCC, to include at least one full A-level. No specific subject requirements.
- **T levels:** Merit - subject specific requirement in Health or Healthcare Science.
- **Pearson BTEC Extended Diploma:** DMM. There are no specific subject requirements.
- **Access to Higher Education Programmes:** Meet UCAS tariff of 104. Health Professions, Science or Social Science subject required.
- **International Baccalaureate:** 104 UCAS tariff points to include 1 HL subject. Plus HL 3 or SL 4 and English Language and Literature A or English B.

On completion of a UCAS form applicants will be invited to the Faculty for an Open Day and Applicant Experience Days when they will have the opportunity to meet staff, view the facilities and discuss the programme with current students.

Applications are particularly welcomed from adult students (those aged 21+ at the start of the programme), armed forces families, carers, and care leavers, estranged or orphaned students, 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/>

## Foundation and advanced entry profiles

If you do not meet the entry requirements for direct entry onto this course, you may be interested in our Foundation Year in Management, Law and Social Sciences.

- To progress to this course, you should study the core modules and any optional module.
- You must pass each module and achieve a programme mark average of at least 40%.

BSc Public Health and Community Wellbeing can exceptionally consider other Universities' Foundation Year graduates with 64 Ucas points who meet the minimum entry requirements for interest, disclosure and English language.

If you are currently studying on another university's programme and would like to transfer to the University of Bradford, this course accepts students into the second or third year. This is called advanced entry. Applications for advanced entry will be considered on a case-by-case basis and must include an official transcript (not a screenshot of a portal), all module descriptors, and relevant qualifications. Module specifications must include learning outcomes.

Applications must be submitted through UCAS and the required documents emailed along with your UCAS Personal ID no later than 31 August prior to the course starting in September. Relevant documents should be emailed to [admissions@bradford.ac.uk](mailto:admissions@bradford.ac.uk).

## Recognition of prior learning

Applications are welcome from students with non-traditional qualifications, and/or significant personal/professional experience. For such applicants, evidence of their interests and any work experience would be required, and this would likely take the form of a portfolio of work and/or an interview with the programme.

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.brad.ac.uk/teaching-quality/prior-learning/>

Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course page: [www.brad.ac.uk/courses/ug/public-health-community-wellbeing-bsc/](http://www.brad.ac.uk/courses/ug/public-health-community-wellbeing-bsc/)

The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when you accept an offer of a place on a programme of study at the University of Bradford. View our Student Contract for further details: <https://www.bradford.ac.uk/student-contract/>