

## Programme Specification: BSc (Hons) Health and Well-Being

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/health>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

|  |  |
|--|--|
| <b>Awarding Institution / Body:</b>    | <b>Birmingham City University</b>  |
| <b>Teaching Institution:</b>           | <b>Birmingham City University</b>  |
| <b>Interim Awards and Final Award:</b> | <b>BSc (Hons) Health and Well-being (Nutrition Science)<br/>BSc (Hons) Health and Well-being (Individuals and Communities)</b>             |
| <b>Programme Title:</b>                | <b>BSc (Hons) Health and Well-being</b>  |
| <b>Main fields of Study:</b>           | <b>Health studies, Physiology, Sociology, Psychology, Nutrition</b>  |
| <b>Modes of Study:</b>                 | <b>Full-time</b>   |
| <b>Language of Study:</b>              | <b>English</b>   |
| <b>UCAS Code:</b>                      | <b>BB94: BSc (Hons) Health and Well-being (Nutrition Science)<br/>BL95: BSc (Hons) Health and Well-being (Individuals and Communities)</b> |
| <b>JACS Code:</b>                      |  |

**Relevant subject benchmark statements and other external reference points used to inform programme outcomes:**

- Health Studies

## **Programme philosophy and aims**

While studying for A BSc (Hons) health and Well-being award, students will come to appreciate that health is best understood by adopting an integrated, multi-disciplinary approach, where the biological, social and psychological influences on well-being of each individual and of groups of people are considered in a holistic fashion that takes account of the environment and the settings in which they live, work and relax.

The programme incorporates current understanding about the demands on students, who may be managing multiple roles and may have arrived at their degree level study through many different routes of education and life experience. The course also incorporates research based understanding about partnership working between tutors, students and employers.

The programme aims to enable an effective, efficient and enjoyable learning experience which is also a sound preparation for the workplace and for continuing individual and career development. Several modules are devoted to Personal and Professional Development, illustrating the importance of this type of development as part of the overall learning.

The programme will encourage an integrated learning experience; academic, information literacy, key skills and employability skills will all be developing alongside knowledge and intellectual skills. As well as learning about making a difference to the health of individuals and community groups, the course will encourage attention to personal health and well-being. Integration of theory, practical and transferable skills development generates a dynamic approach to the curriculum, preparing graduates to be flexible and proactive in managing the changing needs of clients and employers within the framework of their own continuing growth. The need for a sound ethical and evidence base for working with people is addressed by developing reasoning, analytical and critical skills as well as the ability to select, organise and interpret complex information. Through the practice of presentation skills, students will learn to convey information clearly to others in appealing and accessible ways.

A feature in this programme is a multi-disciplinary approach that will prepare students for career opportunities and postgraduate study in a range of areas related to health in its broadest sense. The learning approach is student centred, allowing each individual to bring their own unique personalities, beliefs and experiences into a framework of progressive development. The Course Team will do their utmost to support and facilitate student learning and development to help them achieve their future aspirations.

### **The programme aims to provide learners with:**

1. Knowledge and skills to enable active engagement in the discourses surrounding the concept of health and its representations.
2. Critical awareness of the inter-subjective influences on the health of people in a multi-cultured society.
3. The ability critically to appraise available evidence in order to recommend appropriate interventions and facilitate, support and educate people about enhancing individual and community health .
4. A range of knowledge and skills relevant to working with people.
5. Confidence to manage own independent learning, skills for lifelong learning and for future personal and professional development.
6. Individual transferable skills appropriate for a wide variety of career opportunities.

An important aspect of the Health and Well-Being programme is development of understanding of different approaches to the study of health and well-being; this includes the ability to evaluate the contributions made by subjects as diverse as human physiology, nutrition and psychology through sociology, social policy and public health to community, sustainability and cultural studies. Therefore the following objectives encompass students' learning while on the programme:

- Actively engage in discourses surrounding contemporary issues in health and well-being.
- Demonstrate skills in critical appraisal of a diverse range of appropriate information sources.
- Relate a range of concepts and issues concerning well-being to health promotion for individuals, communities and populations.
- Work effectively with others in situations requiring collaboration or negotiation.
- Reflect on the multi-dimensional nature of health and well-being for multi-cultured societies.
- Generalise about health promotion and wellbeing interventions that facilitate, support and educate to enhance individual and community health.

The course also encourages students to develop skills for lifelong learning and employability including:

- Transferable skills appropriate for a wide variety of career opportunities.
- Confidence to manage their own independent learning.
- Problem-solving approach and flexibility of thought.
- Awareness of own values and development needs.
- Experience of, knowledge and skills relevant to collaboration and effective working with a diverse range of people.
- Constructive approaches to evaluation of their own performance including reflective practice.
- A systematic approach to collection of evidence of skills and personal and professional development.

**Intended learning outcomes and the means by which they are achieved and demonstrated:**

**Learning Outcomes<sup>1</sup>**

**1. Knowledge and understanding of:**

The contested nature of health as an individual and collective concept.

Different approaches to the study of health, including the contributions made by psychology, sociology, physiology, social policy, public health policy, community and cultural studies.

The inter-subjective influences which have the potential to enhance or diminish human well-being.

Lifespan approaches to the development and maintenance of health and the single or cumulative constraints and barriers which may limit health.

Values based approaches to health as a commodity, need and entitlement.

The evidence base and research methods useful to the study of health.

Contemporary and evidence based approaches to assessing, designing, planning, implementing, managing and evaluating health and health interventions at individual, family, community and national level.

The skills for independent and lifelong learning, personal and professional development and self-management of own health, career and lifestyle choices.

The range of employment and career development opportunities available to graduates from this programme.

**2. Intellectual and Cognitive Skills**

Analysis of key conceptual and theoretical ideas from the disciplines that contribute to the study of health.

Integration of theoretical and conceptual themes and ideas across disciplines.

Selection, organisation and articulation of ideas and other abstract concepts.

Synthesis, evaluation and application of primary and secondary data from a variety of sources.

Integration of theory with its applications in the workplace.

Synthesis of theoretical ideas with academic and other transferable skills within the context of the graduate's own continuing personal and professional development.

Integration of the reflective cycle in all domains of development.

**3. Practical, research and independent learning skills:**

Identify, manage and evaluate own self-development and learning needs.

Access support appropriately.

Manage own life/ work balance.

---

<sup>1</sup> Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

Reflection and action planning.

Key skills: Literacy, numeracy, ICT, communication, problem solving, working with others.

Employability skills: portfolio construction and management, cv writing, job seeking skills.

Data collection and management.

In the context both of research and of health interventions: Project design, management, audit and evaluation.

Presentation skills; of self and information.

Teamwork and leadership skills.

Helping skills; assessment, action planning and enabling.

#### **4. Transferable / key skills:**

Literacy, numeracy, ICT, communication [written, ICT mediated, verbal and non- verbal], problem solving, working with others.

Reflection and action planning.

Teamwork, working in groups.

Leadership.

Motivating self and others.

Self-awareness, emotional literacy.

Awareness of and respect for diversity, individual difference and human rights.

Appropriate management of self and others in different situations.

Assertiveness.

Negotiation.

Coping skills.

Inter-personal communication skills.

## **Learning teaching, and assessment methods used**

### **1. Knowledge and Understanding:**

Compulsory study of the Level 4 module Health and well-being through the lifespan (30 credits) ensures engagement with the nature of health as a subjective, dynamic experience which cannot wholly be explained except from a cross disciplinary and interdisciplinary perspective. This level 4 module will introduce the underpinning academic disciplines, using a single discipline approach to show the additional insight and richness of understanding gained through an interdisciplinary approach. By the end of the Level 4 module, students will be aware of the notion that health cannot fully be understood from within a single discipline.

The concept of inequalities in health experience, opportunities and issues of access and entitlement are similarly introduced in the Level 4 Health and Well-being through the lifespan. At level 5, students studying the Individuals and Communities pathway will develop the notion of individual and cumulative differences in beliefs, experience, access and entitlement still further in Diversity in Health and in Social Policy and Health, while these concepts will be developed in the Exercise Science pathway by Physiology of Altered Health and in the Nutrition Science pathway by Introduction to Nutrition.

Foundations for Personal And Professional Development at Level 4 introduces skills of information management, literature searching and selectivity so that students are prepared for Researching Health and Well-being at Level 5: this research skills module introduces the methodological, statistical and evidence based skills and knowledge necessary for the Dissertation module at Level 6. These skills are also necessary for future employment, as designing and evaluating health enhancement interventions will be integral to the type of role graduates may seek.

In the Level 6 Dissertation module, students will undertake an independent study in a topic area selected according to their own academic interests/pathway and will in part be informed by the work placement that students will access at the start of year 3. This topic will be negotiated with tutors to ensure adequate and informed supervision can be provided. Information literacy skills will be developed throughout the programme in a planned developmental approach. Members of the Library and Information Services team have informed and will contribute to Personal and Professional development skills that are integrated within L4 modules particularly Foundations for Personal & Professional Development. These teams have also helped the programme team build TALIS lists and to ensure Library services and resources are prepared for the needs of students in this programme. Library and Information Services colleagues will continue to be integral members of the modules delivery team.

As well as making use of the evidence base and accompanying information management skills, all students will have the opportunity to learn the theoretical and practical aspects of assessment, prescription, design and implementation of health enhancement interventions to Level 6. Appropriate knowledge and skills will be addressed during the Foundations for Personal & Professional Development module, where project design and management skills will be considered within the context of health development. Students will continue to develop knowledge and skills within the core modules delivered at L6 in particular work based skills during their 6 weeks specific placement. Students intending to work in a context where assessment, prescription, design and implementation of health enhancement interventions are expected will be able to explicitly address and further develop such skills at Levels 5 and 6 when they undertake modules within the Exercise Science and Nutrition Science pathways.

Independent, lifelong learning, personal and professional development, employability and self-management skills will be explored and built upon as these will be integrated within modules throughout the 3 years of study. The Level 6 module Personal and Professional Development Into the Workplace will enable integration of these essential skills for graduate employment and for long term career and personal health and well-being. This will facilitate a coherent and developmental approach to the curriculum, helping to meet the learning and career building needs of each individual student.

Assessment methods are deliberately varied to ensure that no student is singularly disadvantaged because of limited skills in a particular assessment format. This varied assessment strategy also ensures that a range of skills are developed and students build self-efficacy in managing a variety of challenges, encouraging flexibility, and adaptability.

Employability skills will be integrated in all modules from Level 4 through to Level 6. Where possible, careers adviser will be allowed to contribute to the development/delivery of certain modules or indeed be part of set workshops arranged by the Teaching team during year 3 of study.

In the module Foundations for Personal & Professional Development module, Level 4, students will observe and participate in preparation for a community health enhancement event. This will give early exposure to the client group and to potential employers, so that students can better conceptualise their future career opportunities and the skills needed. They will also develop their communication, interpersonal, leadership and teamwork skills in preparation for assessments at level 5 and 6 which include group work, presentation skills and demonstration of facilitation skills.

A double module, Personal and Professional Development: Into the Workplace, will run in the first semester at Level 6. This module is core and will consist of an initial 3 weeks of workshops and tutorials followed by a 6 week work placement block in an area of health associated with the students chosen pathway. Prior to the placement, students will undertake a period of intensive placement preparation. This academic dimension focuses primarily on awareness of organisational issues and related policy issues such as equal opportunities in the workplace. This is complemented by an emphasis on the practical accomplishment of being an organisational member and the responsibilities students will have to the organisation, co-workers as well as expectations around conduct and so on. The preparation period is intended to concentrate the students' focus on this change of role. This module will be assessed by an individual presentation and a reflective essay.

Homes and Neighbourhoods is a theme designed to equip students successfully to transfer into postgraduate programmes, while both Exercise Science and Nutrition Science pathways are designed to meet the requirements of relevant professional bodies. The programme team is investigating accreditation by the Nutrition Society and expects graduates from the Exercise Science pathway to enter the register of exercise professionals. These accreditations will be achieved at the earliest possible time: it has not been possible to achieve these recognitions prior to programme approval as both bodies require evidence of student progression within the programme.

## **2. Intellectual / cognitive skills:**

Students will study throughout the programme with an inter-disciplinary and cross- faculty team of tutors: some tutors will be colleagues from support services not traditionally viewed as part of the teaching team. The programme development team feel it is important to offer this experience to demonstrate collaborative working in practice, thus reinforcing the notion that workers who seek to enhance health and well-being in others contribute most effectively when knowledge and skills from other disciplines is valued and integrated.

Students are encouraged to use critical comparisons and integrative ideas in their analyses. A number of assessments from Level 5 onwards involve case study analyses which will require integration themes in order to devise an evidence based action plan for a specified individual or group.

This skill will be taught specifically within Foundations for Personal and Professional Development at Level 4 and practised in the core Level 4 Health and Well-being through the lifespan. Increasingly sophisticated synthesis will be encouraged in the Level 5 module Research Perspectives in Health and Wellbeing and Level 6 Personal and Professional Development: Into the Workplace.

Assessments for a number of the Levels 5 and 6 modules require students to devise and evaluate a health intervention which will necessitate application of primary and secondary data. Students taking either Exercise Science or Nutrition Science pathways will develop these skills in a number of Level 5 and 6 modules. Students taking the Individuals and Communities pathway will develop their skills of synthesis and evaluation of demographic and sociological data in Diversity in Health and Social Policy and Health (level 5) and more critical synthesis skills at level 6 in Health in the Media and Environment Well-being and Housing.

Personal and professional Development Into the Workplace at Level 6 is designed to build integration of theory with practice. Assessments for a range of core and pathway L5 and L6 modules are designed to be directly applicable to a range of workplace contexts; e.g. L5 module Research Perspectives in Health and Well-being, L5 and L6 Health Promotion modules (Health Promotion via Individual Change and Health Promotion via Collective Change respectively, will require planning, presentation and evaluation of a small health enhancement intervention to the peer group. At L5, students will gain an understanding of workplace health from a personal and professional perspective in a core module appropriately titled Work Place Health, while students in each of the three pathways will have the opportunity to study modules designed to be directly applicable to their planned career focus. The core L6 Health Promotion via Collective Change module and, for students taking the Individuals and Communities pathway, the content of Level 5 modules will have personal resonance and validity and will develop emotional literacy. All modules containing assessments requiring group work (for example L4 Foundations for Personal and Professional Development) will develop emotional literacy and skills in working with others.

The Dissertation module will enable students to undertake an extended critical study of a topic area related to their own interests and one that is informed by their placement.

A variety of assessment methods will encourage students to build a range of verbal and written presentation skills, to develop information literacy

Students are encouraged to consider the meaning of health to themselves as well as engaging with a wider view of health as a community issue in terms of economics, equal opportunity and the environment. Use of interactive lectures, seminars and presentations

encourages students to offer their own understanding

Reflection is a core skill which will be taught and developed explicitly in modules where Personal and Professional Development is embedded (e.g. L4 Foundations for Personal and Professional development) and in a selected number of modules which incorporate reflection as items of assessment. The programme development team has taken the view that effective reflection is a high level skill requiring insight, critique and synthesis, so intends to give regular attention to development of this skill, and to encourage students to



make consistent use of this tool for learning but also to ensure that reflection is not over – assessed. Therefore, a developmental and integrated approach has been adopted: the Programme Director and pathway leaders will take the lead on integration and assessment cross programme for theoretical input. In relation to assessment as a tool for learning and continuing development, the Programme Director, pathway leaders and Pastoral team will work together to ensure that students are encouraged to make use of reflection in their own personal progress review and action planning meetings. Students will be encouraged and required to record review of progress and development and both formal and informal reflections. Integration of theory, practice and development will be encouraged through use of the e-portfolio (and soon Mahara) to record learning outcomes from the placement module.

### **3. Practical, research and Independent Learning Skills**

Teaching, learning and assessment strategies are designed to ensure a progressive development throughout the course towards more critical perspectives, and a greater independence of learning as well as the skills necessary to acknowledge the need for and to access appropriate support. Throughout the course, the pastoral and module teams will work collaboratively to facilitate the development of self-efficacy and resilience.

This developmental approach is underpinned and supported by embedding Personal and Professional Development throughout L4, 5 and 6 modules. The use of an e-based portfolio will be used as a platform for students to record their achievement and progress through the programme. Each level of PDP specifically addresses skills pertinent to the student's stage of development, relevant to employability of the new graduate and designed to enable self-management of current and future career, personal and professional development. Modules containing PDP will be interactive, using small group work, self-directed learning and skill development sessions, as well as tutor led interactive workshops. Assessment is purposely linked to other elements of coursework. The use of a continuous learning diary, recorded in the e-portfolio, develops the student's level of self-awareness through reflection and identification of their own learning and development needs.

A coherent planned approach to assessments at programme design stage ensures that key skills are integrated, recorded and co-ordinated through modules. Literacy and information communication (ICT) skills will develop through the range of interactive teaching, learning and assessment methods, through the use of blended learning approaches and through routine use of MOODLE, (the university VLE) to support learning. A small number of modules have been identified for further use of e- learning innovations in conjunction with colleagues from the Learning Partnerships Development Unit. With LPDU, the programme team will be developing a virtual community and a virtual family to support problem solving, reasoning, - attainment in case study based assessments and to underpin the relevance and applicability of learning in relation to the workplace.

Students will use IT to undertake and store their work, to access research, information, statistics and numeric data and to communicate with peers and tutors.

Numeracy is required in modules at all level. Numeracy will further be developed at levels 5 and 6 for students studying the Exercise and Nutrition Science pathways: students taking these pathways will be required to collect and apply data relating to physical performance and nutritional analysis to determine fitness levels and health status. All students will develop data management and statistical appraisal skills in Research Perspectives in Health and Well-being (Level 5) and the Dissertation module (Level 6).

Verbal, non-verbal and written communication is assessed intensively at all 3 levels via the

use of a range of assessments.

The Level 4 core Health and Well-being through the lifespan requires group work to undertake the assessment. This form of assessment incorporates a range of skills that students need to employ and display at a very early stage, skills that they then build upon as they progress from L4 to L5 and L6.

As well as assessments which require group work, working with others is explicitly developed in Level 4 Foundations for Personal and Professional Development (formerly known as Event Management; leadership and teamwork).

These skills will explicitly be addressed within the PDP content which will be embedded into specific L4 modules and incorporated throughout modules at L5 and 6. There will also be PDP content delivered during induction days and workshops which will be held throughout the academic year to ensure students employ and utilise such skills appropriately. This will allow for the construction and maintenance of an individual e-based portfolio over the study years of the Health and Well-being programme which will be a valuable employment tool for a Health and Well-being graduate.

These skills are taught in specific modules within which PDP is embedded, during induction days and workshop where PDP is being addressed. These skills will be assessed during the two research modules Research Perspectives in Health and Well-being (L5) and the Dissertation module (L6).

In the L4 module Foundations for Personal and Professional Development, students will learn the theories of project design and management and will then work in groups to prepare and deliver a health orientated project. Implicit within several modules, a range of assessment strategies used will require written or self-presentation skills. A number of the pathways specific modules will require helping skills, assessment, action planning and enabling skills to be demonstrated. Action planning will be taught and assessed as an integral aspect of reflection.

#### **5. Transferable / key skills:**

All such skills will be taught, developed and assessed at different points in the programme, through modules within which PDP is embedded, and through integration and continuing application of key skills in other modules.

Leadership, teamwork, group work and motivation skills will be applied and assessed at Level 4, in the core modules Health and Well-being through the lifespan and Foundations for Personal and Professional Development. At L5 and L6, these key skills will be further developed for all students within a range of pathways specific modules. The Programme Development team have undertaken a mapping exercise to ensure that for each award, students have equal opportunities to develop key and core skills, while at the same time responding equitably to the specific development needs of a particular career focus.

In addition to reflection in the modules containing PDP input and the Personal and Professional Development Into the Workplace module, students will be encouraged to develop self-awareness and emotional literacy, in Health and Well-being through the lifespan (L4), in Bodies in Health and well-being (L5), Diversity in Health (L5) and several other modules at L5 and L6.

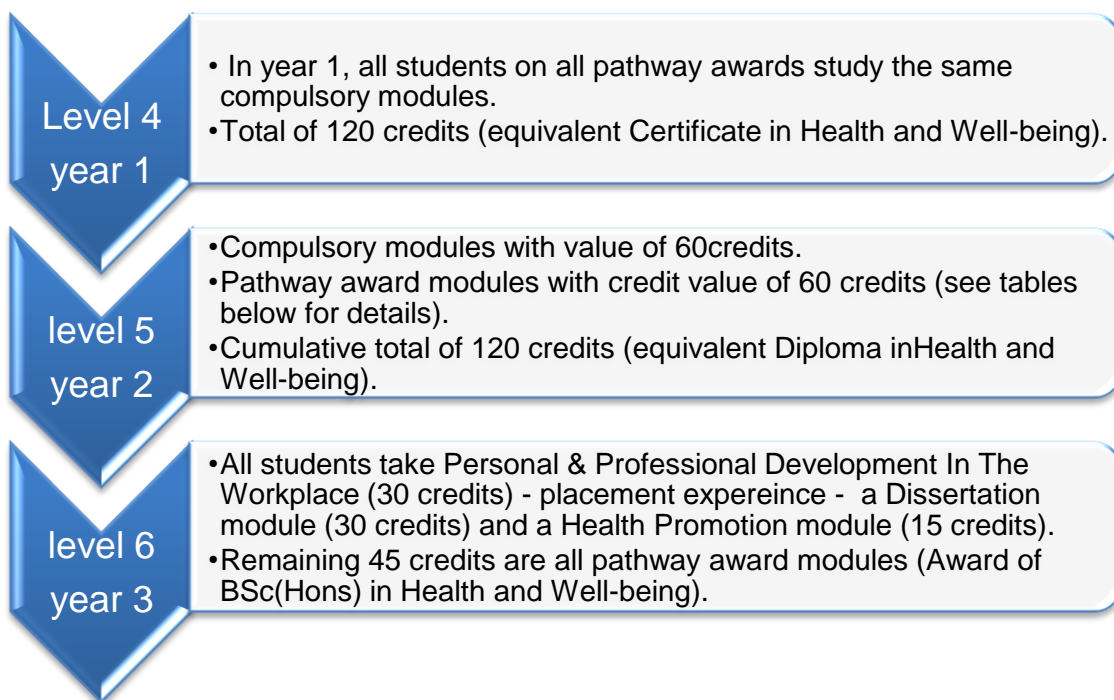
Awareness of diversity, individual difference and human rights will be addressed in Level 4 Health and Well-being through the lifespan, during learning about stereotypes and prejudice, and theories of interpersonal and group communication. Diversity in Health at

Level 5 will continue this exploration and the Personal and Professional Development Into the Workplace module will provide opportunities for reflection on critical incidents

A range of opportunities to acquire experience of and application of these skills will be available throughout the programme. They will be assessed and reviewed with students in modules within which PDP content is embedded and through integration of individual progress review and action planning; this process will be facilitated at least once per term by personal tutors, who will also visit student in their final work placement at level 6. Students will be expected to record and reflect on their journey of development using their own e-portfolio (Mahara), sharing public sections of this portfolio as necessary for planned assessments. Students may choose to self-disclose more private aspects of this portfolio to facilitate progress review.

### Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below.



The structure of the course, the modules, levels and credit ratings, and the awards which can be gained are shown below.

### **Pathway 1. BSc (Hons) Health and Well-being (Nutrition Science)**

#### **Stage 1: Level 4 BSc (Hons) Health and Well-being (Nutrition Science)**

| <b>Module number</b> | <b>Module name</b>                                    | <b>Credit</b> |
|----------------------|---|---------------|
| <b>GM4206</b>        | Health & Well-being Through The Lifespan              | <b>30</b>     |
| <b>GM4958</b>        | Physiology for Health                                 | <b>30</b>     |
| <b>GM4959</b>        | Homes, Neighbourhoods and Health                      | <b>15</b>     |
| <b>GM4219</b>        | Foundations for Personal and Professional development | <b>30</b>     |
| <b>GM4206</b>        | Sociology of Health and Well-being                    | <b>15</b>     |

**Award: Cert HE (120 credits)**

#### **Stage 2 Level 5: BSc (Hons) Health and Well-being (Nutrition Science)**

| <b>Module number</b> | <b>Module name</b>  | <b>Credit</b> |
|----------------------|---|---------------|
| <b>GM5600</b>        | Researching Perspectives in Health and Well-being               | <b>15</b>     |
| <b>GM5303</b>        | Health Promotion via Individual Change                          | <b>15</b>     |
| <b>GM5655</b>        | Psychological Factors in the Promotion of Health and Well-Being | <b>15</b>     |
| <b>GM5651</b>        | Workplace Health  | <b>15</b>     |
| <b>GM5315</b>        | Food Production and Policy                                      | <b>15</b>     |
| <b>GM5602</b>        | Introduction to Nutrition                                       | <b>30</b>     |
| <b>GM5316</b>        | Nutritional Analysis  | <b>15</b>     |

**Award: Dip HE (240 credits)**

#### **Stage 3 Level 6: BSc (Hons) Health and Well-being (Nutrition Science)**

| <b>Module number</b> | <b>Module name</b>  | <b>Credit</b> |
|----------------------|---|---------------|
| <b>GM6997</b>        | Dissertation  | <b>30</b>     |
| <b>GM6682</b>        | Personal and Professional Development: Into the workplace | <b>30</b>     |
| <b>GM6682</b>        | Health Promotion via Collective Change                    | <b>15</b>     |
| <b>Gm6656</b>        | Nutrition Through the Lifespan                            | <b>15</b>     |
| <b>GM6663</b>        | Current Issues in Food and Nutrition                      | <b>15</b>     |
| <b>Gm6657</b>        | Nutrition and Long Term Health                            | <b>15</b>     |

**Award: BSc (Hons) Health and Well-being (Nutrition Science) (360 credits)**

## **Pathway 2. BSc (Hons) Health and Well-being (Individuals and Communities)**

### **Stage 1: Level 4 BSc (Hons) Health and Well-being (Individuals and Communities)**

| <b>Module number</b> | <b>Module name</b>                                    | <b>Credit</b> |
|----------------------|---|---------------|
| <b>GM4206</b>        | Health & Well-being Through the Lifespan              | <b>30</b>     |
| <b>GM4958</b>        | Physiology for Health                                 | <b>30</b>     |
| <b>GM4959</b>        | Homes, Neighbourhoods and Health                      | <b>15</b>     |
| <b>GM4216</b>        | Foundations for Personal and Professional Development | <b>30</b>     |
| <b>GM4206</b>        | Sociology of Health and Well-being                    | <b>15</b>     |

**Award: Cert HE (120 credits)**

### **Stage 2 Level 5: BSc (Hons) Health and Well-being (Individuals and Communities)**

| <b>Module number</b> | <b>Module name</b>  | <b>Credit</b> |
|----------------------|---|---------------|
| <b>GM5600</b>        | Researching Perspectives in Health and Well-being               | <b>15</b>     |
| <b>GM5303</b>        | Health Promotion via Individual Change                          | <b>15</b>     |
| <b>GM5655</b>        | Psychological Factors in the Promotion of Health and Well-Being | <b>15</b>     |
| <b>GM5651</b>        | Workplace Health  | <b>15</b>     |
| <b>GM5605</b>        | Diversity in Health   | <b>15</b>     |
| <b>GM5301</b>        | Mental Health and Wellbeing                                     | <b>15</b>     |
| <b>GM5302</b>        | Social Policy and Health  | <b>15</b>     |
| <b>GM5300</b>        | Bodies in Health and Well-being                                 | <b>15</b>     |

**Award: Dip HE (240 credits)**

### **Stage 3 Level 6: BSc (Hons) Health and Well-being (Individuals and Communities)**

| <b>Module number</b> | <b>Module name</b>  | <b>Credit</b> |
|----------------------|---|---------------|
| <b>GM6997</b>        | Dissertation  | <b>30</b>     |
| <b>GM6682</b>        | Personal and Professional Development: Into the workplace | <b>30</b>     |
| <b>GM6684</b>        | Health Promotion via Collective Change                    | <b>15</b>     |
| <b>GM6627</b>        | Health in the Media                                       | <b>15</b>     |
| <b>GM6628</b>        | Global Challenges for Health                              | <b>15</b>     |
| <b>GM6901</b>        | Environment, Well-being and Housing                       | <b>15</b>     |

**Award: BSc Hons Health and Well-being (Individuals and Communities) (360 credits)**

## Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:

- An integrated programme of Personal and Professional development - including information literacy, ICT, academic development and employability skills, individual and group review and planning for future learning and development.
  - Evidence of achievement of these skills and other Key skills such as communication, working with others and leadership will be recorded in an e-portfolio.
- A student handbook containing information relating to the University, the Faculty, the course and the modules.
- Induction is viewed as an on-going process throughout the programme to manage orientation, individual learning needs for support and the dissemination of essential information.
- An integrated programme of careers advice and guidance on how to enhance employability skills.
- Options Fairs and guidance in the choice of modules.
- Access to IT support staff and dedicated Library staff.
- Assistance and support for learning skills from the University's Students and Staff Development Department and the Faculty's Personal Development Centre.
- Access to the University's Student Services which include careers advice, financial advice, medical and disability services, crèche, counselling and chaplaincy.
- Reasonable access to administrative and academic staff, including course tutors, Head of School and Dean of Faculty.
- Personal tutor system and year tutor system to advise on pastoral and academic issues.
- On -line access to peer and tutor support via the University Intranet and VLE [MOODLE].

## Criteria for admission

Candidates must satisfy the general admission requirements of the programme. The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

## Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The University, Faculty Health and the programme team are committed to continuous evaluation, quality monitoring and enhancement of programme of study. There are a number of strategies, policies, procedures and guidance that are in place within the Faculty of Health to ensure evaluation, enhancement of quality and standards including listening and responding to views of students. In addition where applicable professional regulatory and statutory body requirements are adhered to:

- Students' views can be expressed in Boards of Studies, module, placement and programme evaluations, the Associate Dean (Academic and Quality Enhancement) Forum, online discussion forums and surveys. Students are also invited to meet with External Examiners, attend programme Quality days and meet with external quality monitoring programme reviewers.
- There are a number of committees where the programme team, practice partners and service-users meet to ensure that the programme is current and responsive to local and national developments and policy. These include Healthcare (Strategic) Quality Group, Profession Specific-group, Curriculum working group, Practice partner and programme team meetings. Changes to the programme are reviewed and accepted by the Faculty Academic Standards and Quality Enhancement Committee and can only be approved following consultation with students, external examiners and practice partners.
- An exception reporting annual programme monitoring report is produced each academic year which includes feedback from students. The annual programme monitoring report is reviewed and approved by students, external examiners and practice partners. Action points are raised to be developed and reviewed for the following academic year. In addition the annual programme monitoring report is peer-reviewed. The annual report is a key document provided to professional bodies and external quality monitoring agencies.
- Where the programme has placements the Department of Practice Learning undertakes audit and evaluation of students learning opportunities. Practice documentation is moderated with practice partners. Mentors, Sign Off Mentors and Practice Teachers are provided with updates each academic year.
- Assessment procedures are updated by the Academic Quality Office to ensure that they are rigorous and fair. Bench marking statements are used to monitor achievement rates. Marking and moderating policies are in place to ensure that the procedures for assessment are transparent and students' work is reviewed by External Examiners, who also attend Programme Exam Boards, Quality Days and meet with students.
- There are committees in the Faculty of Health that contribute to the evaluation and on-going quality monitoring. The Executive committee and Faculty Board are the overarching committees in the Faculty of Health. Policies, procedures and guidance is scrutinised by the Faculty Academic Standards and Quality Enhancement Committee.

