

BSc (Hons) Public Health and Community Wellbeing Programme Specification

Academic Year:	2021-2
Degree Awarding Body:	University of Bradford
Final and interim award(s):	BSc (Honours) [Framework for Higher Education Qualifications (FHEQ) Level 6] BSc (Ordinary) [Framework for Higher Education Qualifications (FHEQ) level 6 Diploma of Higher Education [Framework for Higher Education Qualifications (FHEQ) level 5] Certificate of Higher Education [Framework for Higher Education Qualifications (FHEQ) level 4]
Programme duration:	3 years full-time
UCAS code:	8992
QAA Subject benchmark statement(s):	Health Studies (QAA 2019)
Date last confirmed and/or minor modification approved by Faculty Board	April 2019; September 2020

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

Introduction

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 that impact on health and wellbeing - factors such as poverty and homelessness, for example.

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 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. 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; 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, epidemiology, health management and counselling. In addition, all members of the team are 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 a 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 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 award of Certificate of Higher Education at FHEQ level 4, 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 award of Diploma of Higher Education at FHEQ level 5, 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 award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

10. Critically analyze 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.

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

12. Demonstrate critical evaluation of a range of theories and concepts within a defined area of specialist focus.

Curriculum

Stage 1

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

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

Stage 2

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

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

Stage 3

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

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 and achieved the award learning outcomes.

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. The programme recruited its first intake of students in 2017/18, and therefore does not yet qualify for the National Student Survey.

Assessment Strategy

The programme uses a variety of assessment methods to allow students to demonstrate that they meet the module learning outcomes. This variety is designed to accommodate different learning preferences as we aim to support all students to successfully complete the programme.

Methods used include written assignments, reflective portfolios, oral presentations, 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 Regulations which are available at the following link: <https://www.bradford.ac.uk/regulations/>

Admission Requirements

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

The entry requirements for the programme are as follows:

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

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

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

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

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

The UCAS tariff applicable may vary and is published here

<https://www.bradford.ac.uk/courses/ug/clinical-nursing-practice-bsc/#nav-course-entry>

Recognition of Prior Learning

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.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Annual update for 2021 academic year	July 2021