

# Human Biology and Public Health and Human Biology and Public Health with Placement Year

<b>Final award</b>	BSc (Hons) Human Biology and Public Health BSc (Hons) Human Biology and Public Health with Placement Year
<b>Intermediate awards available</b>	Dip HE, Bioscience and Health Cert HE, Bioscience and Health
<b>Mode of delivery</b>	UEL on campus
<b>UCAS code</b>	
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	Biosciences Health Studies
<b>UEL Academic School</b>	Health, Sport and Bioscience
<b>Date specification last up-dated</b>	July 2014

## The summary - UCAS programme profile-

### BANNER BOX:

This programme can lead to an exciting career in bioscience or in the expanding area of public health. It provides a wide range of options enabling students to pick different areas of biology and health to suit their own particular interests and career aspirations. There is a strong emphasis on the development of employability skills and offers opportunities for volunteer work placement.

### ENTRY REQUIREMENTS

For students entering with AS/A2 qualification, the minimum requirement is 240 points at A2 level with a minimum of 100 A2 points in Biology or Chemistry.

We also accept Access to Science, Advanced GNVQ in Science at merit grade, and BTEC National Diploma in Science with a minimum of 6 modules at merit grade or higher. All students should also have a minimum of grade C at GCSE, or equivalent, in English language, mathematics and double science.

Due to the detailed microscopy work required some modules may not be suitable for a student with a severe visual impairment. This may limit module choices.

Applicants with overseas or alternative qualifications are considered on an individual basis. For mature students, credit may be given for relevant work experience.

Direct entry to level 5 of the programme is available for students with Higher National Certificate or Diploma in an appropriate area, or for those who have successfully completed study equivalent to level one at another University.

If you want to study Human Biology but have not achieved the right entry qualifications, why not start with our extended degree programme in Human Biology (feeds in at Level 4).

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certified Learning (ACL) processes.

In the case of applicants whose first language is not English, then IELTS 6.0 (or equivalent) is required. International qualification will be checked for appropriate matriculation to UK Higher Education undergraduate programmes.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010

## **ABOUT THE PROGRAMME**

### **What is Human Biology and Public Health**

Biology is the study of living things. What we study is incredibly varied from structure and anatomy, through physiology, biochemistry, ecology, genetics, nutrition etc. Increasingly important nowadays is molecular biology, which looks at the structure of the molecules which make up living things and how they behave. In human biology the focus is very much on how the knowledge of biology is put to use in modern society and as such is geared towards current employer demands. This aspect links closely with the Public Health Programme which examines various aspects of population health at local, national and international levels with respect to the aims specific to the discipline of public health. The topics explored include ways of measuring health and disease in various populations, and improving the health and wellbeing of groups of individuals (e.g. those in a specific geographical area, those with a specific disease, and those from a particular ethnic community), preventing and minimising the consequence of disease, prolonging valued life and reducing inequalities.

### **Human Biology and Public Health at UEL**

The programme at UEL has been designed to offer students a wide range of options enabling them to specialise in areas of biology which appeal to them. You can choose between a focus on the workings of the human body, or how drugs work. The bioscience modules all include extensive laboratory training through all levels of the programme enhancing student employability. Health is an exciting, dynamic and multi-disciplinary area of study, and public health focuses on the health of populations, locally, nationally and globally.

### **Programme structure**

- Most students follow a 3-year full-time programme, however 4-year placement degree and part-time routes are also available.
- The programme is module-based, and structured to allow a student maximum flexibility.
- Level 4 is essentially a foundation year, designed to cement and extend areas of study, which should already be at least partly familiar to students. In the Professional Practice module, which is a core module for students majoring in human biology, students will develop the study skills and IT skills required in any modern degree programme. This is combined with modules which provide more specialist background knowledge in areas such as Physiology, Microbiology, Cell biology and Biochemistry.
- Between level 5 and 6 of study, time can be spent away from the University in an agreed work placement
- Level 6 combines specialist modules, of the students choosing, together with an individual research project which can be in either Bioscience or Health, involving original laboratory or library based research work.

### **Learning environment**

Students are assessed in practical work and theory. Most modules contain some degree of coursework during each term (this can take a variety of forms including laboratory work, data analysis, essays, oral presentations etc.) and written examinations. Some modules also include laboratory practical exams.

Level 4 modules introduce you to the standards and types of assessment used at university. Some have theory exams staged at intervals through the term.

Your final Honours grade uses marks from Level 5 and Level 6 modules only. Your Level 4 modules prepare you to do your best in these later years.

### **Assessment**

A variety of assessments are used to enhance learning. These include traditional written essays and reports, in-classroom tests (written and computer based), portfolios, group and individual presentations, case scenarios, project work, laboratory work, data analysis, essays, and examinations.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

## **Work experience/placement opportunities**

- The 4-year placement programme offers a year's work experience normally in a laboratory which may be in a hospital, research institution or in a medical, industrial or food company. Placements are available nationwide and sometimes abroad.
- You have the option to complete a short placement module during the summer period between levels 5 and 6.
- Your experience can be written up to pass a Work Experience module that will appear on your degree transcript. You also have the opportunity to take a work-based learning module which can contribute to your final degree classification.

## **Project work**

- Project work is an essential component of an Honours degree programme and one that most students enjoy. Small projects and group work exercises feature throughout the programme.
- One quarter of level 6 is spent on an individual research project. This can contribute over 25% to your total Honours mark.
- Project work encourages students to show initiative in their individual work under supervision, using appropriate analytical techniques to generate and interpret new data.
- Laboratory based projects are encouraged but library based research projects may also be undertaken.

## **Added value**

- Extensive personal support throughout the programme.
- Staff with extensive experience of teaching students from a wide range of backgrounds.
- Sound practical and academic training.
- The placement year working in a laboratory will add value to your job prospects at the end of the programme.
- Effective careers advice and support available.

## **IS THIS THE PROGRAMME FOR ME?**

### **If you are interested in .....**

- Developing your knowledge and understanding of living systems.
- Learning and developing your practical skills in biological techniques.
- Understanding how the latest techniques are used to better understand the process of life and evolution.
- Improving your scientific skills of logical argument and analysis.

### **If you enjoy....**

- Reading or hearing about research and/ or medicine
- Applying theory to practice
- The challenge of understanding how humans relate to and affect their environment.

- Doing scientific procedures and experiments in laboratories and IT labs with precision.
- Working in groups, using standard and new techniques to solve problems.
- Being able to study quietly and individually away from formal staff-led sessions.

### **If you want....**

- The option of a year's work experience away from the University.
- A programme which allows a wide range of module selection.
- A strong research theme throughout your programme.
- To be able to spend up to one quarter of level 6 on your own individual research project at the university (usually developing laboratory skills, but IT, survey or library projects also negotiable).

### **Your future career**

As you will have studied in two rapidly developing areas, this programme will enable you to pursue a wide variety of careers in the Pharmaceutical, Food and/or Biotechnology Industries, in the National Health Service or Health Protection Agency, in Academic Research, in Forensic Science or Environmental Monitoring, Public Health Specialist, Health Promotion Officer, or Epidemiologist. Students can go on to laboratory based careers but there are also careers in areas such as scientific sales and management, clinical data management etc. This degree can also be utilised by those students who have less specific career aspirations but who wish to study a rigorous and varied scientific programme.

### **How we support you**

The School of Health, Sport and Bioscience provides immediate contact with University support systems.

In level 4, you are allocated a Personal Tutor (a member of staff familiar with your degree). You will see your Tutor at regular intervals to discuss progress and life in general.

Module leaders and Programme leaders also give support on academic matters, and advice about other specialist help available through the University.

There is also a student Help Desk to provide administrative assistance and advise how to get the right help.

Many staff use online resources to support their teaching and your learning.

Lecture and practical files, quizzes, mark summaries and much more is now available for several modules via [Moodle Online links](#).

Throughout the programme you will find a number of scheduled support activities devoted to specific aspects e.g. how to write your project report, or more general aspects such as careers.

Other support services for students include:

- Libraries and Learning Resource Centres
- Childcare for students with children aged 2.5 years to 5 years.
- Careers advice and information
- Counselling and Advice for practical problems
- Health Centre with a nurse regularly on duty.
- Language tuition
- Dyslexia support
- Accommodation

### **Bonus factors**

- A small and friendly campus.
- A School with staff and facilities to match the wide interests and backgrounds of students.
- Good connections with employers.
- State of the art sports facilities; Sports Dock on Docklands campus
- Close proximity to the Queen Elizabeth Olympic Park and Westfield Stratford City shopping complex
- Multiplex cinema, theatre, supermarkets, high street shops, restaurants, cafes and pubs a few minutes walk away in Stratford - a major site of new development in East London.
- Central London only 20 minutes away by underground and [extensive transport links with all parts of London](#).

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- To gain an understanding of the basic mechanisms which are found in all living systems.
- To apply that basic understanding to the study of specific, more advanced, topics enabling students to have current knowledge in selected areas.
- To develop skills in the performance and interpretation of a range of appropriate experimental techniques.
- To develop research skills
- To develop independent learning skills, which can be carried on throughout life.
- To gain an insight into the work of biologists in modern society.
- Explore the links between theory and practice in relation to the concepts and principles of public health;
- Explore the factors that contribute to health and wellbeing of individuals, communities and populations;
- Analyse the impact of policies on public health;
- Understand the importance of research and intelligence in public health.

#### **What will you learn?**

## **Knowledge**

- All students gain a broad overview of the biology and health at level four. Thereafter you will acquire more detailed specialist knowledge in your chosen areas.
- The programme aims to provide a background to a large number of the scientific techniques used in biological investigations.
- Students will acquire an understanding of the laboratory procedures and techniques used, which will allow the rapid acquisition of more specialist skills later in their career.
- An awareness of the wider implications of scientific research on society as a whole.
  
- Selected themes and issues in public health;
- The factors that influence health and wellbeing;
- Research skills and methods used in public health;
- Theoretical understanding of public health and related fields.

## **Thinking skills**

- The ability to comprehend, analyse and criticise published information in biology.
- The ability to formulate hypotheses with the minimum of assistance.
- The ability to use integrated approaches to problem solving.
  
- Develop an understanding of, summarise and synthesise materials from a range of sources to analyse issues in health;
- Apply theory in the assessment of public health policy interventions and developments;
- Recognise the diversity of perspectives underpinning public health;
- Critically appraise research undertaken in public health.

## **Subject-Based Practical skills**

- The ability to analyse data from your own and other people's experiments and to interpret them in the light of published work.
- The ability to select and apply a range of practical skills relevant to your chosen areas of biology and health.
- The ability to design and carry out experimental work.
- The ability to effectively communicate your work to scientists, healthcare practitioners and the general public.
- The ability to select and utilise appropriate computer software.
- The ability to carry out literature searches effectively to find information on a specific topic.
  
- The ability to act sensitively to the values and interests of others;

The ability to locate and retrieve information from a variety of sources

## **Skills for life and work (general skills)**

- The development of your own style of independent learning.

- The ability to communicate ideas and experiments to others and to debate relevant scientific, health and /or ethical issues.
  - IT skills.
  - Communication skills.
  - Team work.
  - Time management.
  - Confidence.
- 
- Critically reflect on the value of one's own work;
  - The ability to select and utilise appropriate computer software;
  - Set goals and plan a programme of work;
  - Develop personal learning style;

## **The programme structure**

### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

3 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme

4 equivalent in standard to the first year of a full-time undergraduate degree programme

5 equivalent in standard to the second year of a full-time undergraduate degree programme

6 equivalent in standard to the third year of a full-time undergraduate degree programme

7 equivalent in standard to a Masters degree

### **Credit rating**

The overall credit-rating of this programme is 360 credits.

### **Typical duration**

The expected duration of this programme is 3 years when attended in full-time mode or 4 years in part-time mode.

For students completing the programme with a placement year the expected duration is 4 years in full time mode and 5 years in part time mode.

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period. A student cannot normally continue study on a programme after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a programme in part time mode is 8 years from first enrolment.

### How the teaching year is divided

The teaching year begins in September and ends in June.

A typical student, in full-time attendance mode of study, will register for 120 credits in an academic year. A student in a part-time mode of study may register for up to 90 credits in any academic year.

### What you will study when

This programme is part of a modular degree scheme. A student registered in a full-time attendance mode will take four 30 credit modules per year. An honours degree student will complete modules totalling 120 credits at level four, modules totalling 120 credits at level 5 and modules totalling 120 credits at level 6.

<b>LEVEL</b>	<b>UEL Module Code</b>	<b>TITLE</b>	<b>DISTANCE LEARNING Y/N</b>	<b>CREDITS</b>	<b>STATUS SINGLE</b>
4	BS4001	Biochemistry	N	30	Core
4	BS4004	Human Anatomy and Physiology	N	30	Core
4	HS4101	Understanding Health & Health Systems	N	30	Core
4	HS4105	Introduction to Epidemiology	N	30	Core
5	BS5001	Biology of Disease	N	30	Core
5	BS5004	Fundamental and Experimental Pharmacology	N	30	Option
5	BS5008	Physiological Regulation & Functional Anatomy	N	30	Option
5	HS5105	Practical Epidemiology	N	30	Core
5	HS5101	Employability	N	30	Core
5	BS5012	Work Placement (short)	N	30P	Option
P	BS5013	Work Placement (year)	N	120P	Option
6	BS6008	Neuropsychopharmacology	N	30	Option
6	BS6009	Research Project*	N	30	Option

6	<b>BS6011</b>	<b>Systems Pharmacology and Therapeutics</b>	N	30	Option
6	<b>BS6016</b>	<b>Advanced Clinical Physiology</b>	N	30	Option
6	<b>HS6102</b>	<b>Integrative Public Health</b>	N	30	Core
6	<b>HS6101</b>	<b>Research Project*</b>	N	30	Option

Modules are defined as:

Core - Must be taken

Option - Select from a range of identified module within the field

\*Indicates that one of these modules must be taken

### **Requirements for gaining an award**

In order to gain an honours degree in Human Biology and Public Health you will need to obtain 360 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 120 credits at level six or higher

In order to gain an honours degree in Human Biology and Public Health with Placement Year you will need to obtain 480 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher and P/F 120 credit placement module at Level P
- A minimum of 120 credits at level six or higher

In order to gain an ordinary degree Human Biology and Public Health you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 60 credits at level six or higher

In order to gain a Diploma of Higher Education Bioscience and Health you will need to obtain at least 240 credits including a minimum of 120 credits at level four or higher and 120 credits at level five or higher

In order to gain a Certificate of Higher Education Bioscience and Health you will need to obtain 120 credits at level four or higher

### **Teaching, learning and assessment**

## **Teaching and learning**

Knowledge is developed through

- Lectures
- Tutorials
- Workshops
- Practicals
- Reading
- Internet, Moodle and CAL

Thinking skills are developed through

- Computer aided learning
- Presentations
- Preparing for tutorials and seminars/workshops
- Completing coursework assignments (including data analysis essays, presentations etc)
- Independent reading

Practical skills are developed through

- Laboratory Practical and/or fieldwork
- Computer simulations and use of IT

Skills for life and work (general skills) are developed through

- Managing time
- Presenting ideas and arguments in a structured manner - written and oral communication
- Problem solving
- Team work

## **Assessment**

A wide variety of assessment methods are used including

- Written examinations
- Practical reports
- Essays
- Data analysis
- Poster presentations
- Oral presentations
- Portfolios
- Level 6 research project and dissertation
- MCQ tests
- Database searches
- Library exercises

Knowledge and Thinking Skills are assessed by

- Evidence of reading and comprehension of the topics covered in the module being assessed. This will be particularly apparent in essay work and examinations.
- Ability to describe, explain and discuss various aspects of the programme material in the context of class tutorials, group work, presentations and other pieces of assessed coursework for the module.
- In level 6 particularly, thinking skills will be assessed by the ability to take information presented in any module out of its original context and to utilise this information in the construction of arguments, comparisons, hypotheses etc as required to address the specific assessments in each module.

Practical skills are assessed by

- The ability to carry out laboratory practical work effectively, within the timeframe allocated.
- The ability to interpret and report on work carried out in the laboratory.
- The ability to complete assignments using appropriate resources.
- Evidence of logical planning and management of time in the preparation of materials for assessment.

Skills for life and work (general skills) are assessed by

- The ability to work to strict deadlines
- The ability to select and utilise appropriate problem solving skills
- Demonstration of effective oral and written communication skills
- Evidence of interpersonal skills such as teamwork and /or team leadership
- Evidence of general numeracy skills

## **How we assure the quality of this programme**

### **Before this programme started**

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);

- statistical information (considering issues such as the pass rate);
- student feedback

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

<http://www.uel.ac.uk/qa/externalexaminersystem/currentexaminers/>

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Student representation on programme committees (meeting each semester)
- Personal tutor, module leader, programme leader, field co-ordinator

Students are notified of the action taken through:

- Circulating the minutes of the field committee and the annual quality improvement report
- Verbal feedback to specific groups
- Providing details on the appropriate noticeboard

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- Feedback from former students
- Industrial liaison committee
- Liaison with placement employers

### **Where you can find further information**

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook
- Module study guides <http://www.uel.ac.uk/hsb/>
- UEL Manual of General Regulations (<http://www.uel.ac.uk/qa/policies/manual/>)
- UEL Quality Manual (<http://www.uel.ac.uk/qa/policies/qualitymanual/>)
- School of Health, Sport and Bioscience (<http://www.uel.ac.uk/hsb/>)