

Health Promotion and Health Services Management

Final award	BSc (Hons).
Intermediate awards available	BSc, Cert HE, Dip HE.
Mode of delivery	UEL on campus
UCAS code	
Details of professional body accreditation	N/A.
Relevant QAA Benchmark statements	Health Studies 2008 Business and Management 2007
UEL Academic School	Health, Sport and Bioscience
Date specification last up-dated	June 2014

The summary - UCAS programme profile-

BANNER BOX:

This programme is highly recommended for students wanting to acquire knowledge and specialist and transferable skills in the area of Health Promotion and Health Services Management. The programme takes into account the changing needs of the health service as it concentrates on encouraging people to adopt healthy life styles and communities to provide the structural means to do so. The Health Services Management stream provides a valuable focus on the commissioning and provision of healthcare and underpinned by a continuing commitment to issues of quality improvement, patient safety and service design and transformation. This is an area of increasing employment across the sector. Employers increasingly require graduates to show the ability to apply management concepts and question what they have experienced as practitioners in Health Promotion. The Health Service Management component enables students to augment and complement their knowledge of the health sector. Students on this programme may better understand the relevance of management concepts to addressing selected Health Promotion compared those doing Health Service Management or Health Promotion alone.

ENTRY REQUIREMENTS

240 UCAS POINTS or equivalent, plus GCSE grade C (or equivalent) in English and mathematics.

Entry may also be gained through a variety of professional health qualifications.

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

In the case of applicants whose first language is not English, then IELTS 5.5 (or equivalent) is required. International qualifications 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 BSc (Hons) Health Promotion and Health Services Management?

Health promotion is the discipline that specifically attends to the methods, theories and approaches in improving the health of different segments of society through targeted and/or mass campaigns. Committed to approaches that address all levels of influence on health, health promotion and those who work in the field are constantly challenged to work at the intimate or local level as well as the global level. Modules in Health Services Management prepare students to work in the current climate of modern healthcare. This is very a very complex and rapidly changing environment due to increased medical knowledge and techniques, and changes in approaches to finance, to organise and deliver the expected services.

At all levels, healthcare managers are increasingly acting as the ‘stewards’ of scarce resources for health. They are responsible for ensuring efficiency, effectiveness, and fairness in allocating resources to meet the needs and choices of service users in a sustainable manner.

BSc (Hons) Health Promotion and Health Services Management at UEL

In this programme we aim to train, educate and work with a group of energised, passionate and critical health promoters. At the core of our program is a commitment to a social justice agenda in which we engage with health as a political, structured and complex phenomenon. To effectively work in health promotion, we believe our students must be equipped with a nuanced and contextualised approach to health. To successfully engage with behavioural, attitudinal or knowledge change our students are provided with a range of educational experiences from our interdisciplinary and diverse teaching team. They will leave this program armed with knowledge, skills, perspectives and passion to work to better the health of all members of society. The programme team work closely with local employers to offer a volunteering scheme for work placement experience which both enhances employment prospects and enriches the classroom experience. East London has a diverse ethnic and social mix providing many challenges and career opportunities in health promotion. The Health Services Management programme has been redesigned to provide students with opportunity to explore the mechanisms for improving healthcare organisation and delivery in local and international contexts.

Students do this from a research-led perspective. Where possible, students are encouraged to actively evaluate impact of service delivery via researching or auditing health projects.

The programme begins by introducing students to health, management, research and policy concepts in Level 4. This is followed by studying key principles in management and their application in health and research and service evaluation for quality improvement in Level 5. More advanced management concepts in contexts of redesigning services, leadership in change management and exploring healthcare financing options are considered in Level 6.

The programme's design was influenced by the NHS *Knowledge and Skills Framework (KSF)*. This prepares the graduates in applying for intermediate operational roles within the NHS and comparable health systems upon completing the programme.

Programme structure

The programme provision is module based and is structured to allow a student maximum flexibility. The programme can be studied both full and part time and is typically 3 years in full time mode and 5 years in part time mode. This programme shares three common modules with BSc (Hons) Public Health and BSc (Hons) Health Services Management in the first level of study. The use of accreditation of prior learning (APL) and experience enables a faster route through the programme. The programme has modules which are compulsory (core) but there is the facility for students to select other modules according to their interests.

Learning environment

Learning happens in a variety of ways including lectures, seminars, workshops, student group work, group and individual presentations (oral and poster), e-learning, field trips, internet based work, debates, learning groups, reflective learning and project work.

Assessment

A variety of assessments are used throughout the programme to enhance learning. These include essays (open book and unseen), individual or group oral and poster presentations, examinations, online quizzes, in-class tests and project based work.

There is an expectation that students require level 4 to "learn how to learn". This means that the degree award only draws on grades in level 5 and 6 for the final classification.

A considerable amount of assessment is informed by practical requirements. For example, students on the Critical Practice and Perspectives in Health Promotion module produce a poster campaign as part of their assessment. Oral presentations are used as an assessment method in Social Patterns of Health and Illness and 'Research Methods and Skills for Health Promotion, Public Health and Health Service Management' module requires students to produce a research proposal.

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

There are some opportunities, and placements, for voluntary work in areas of health during your study at UEL. These are supported by a number of employability workshops.

Project work

An individual research project module is required at level 6. This provides students the opportunity to put into practice what they have learned on their programme, in particular from the 'Introduction to Research Methods' and 'Research Methods and Skills for Health Promotion, Public Health and Health Service Management. Other modules also have project based components.

Added value

- There is extensive personal support based on a personal development tutor system.
- The students are provided the opportunity for local placements with organisations or the chance to travel internationally on the Going Global Bursary.
- There is a considerable amount of assessment based on transferable skills.
- There is extensive online support via our virtual learning environment Moodle
- Students are expected to develop presentation skills, be able to work in groups, to be able to organise their time effectively and be skilled at information gathering and dissemination
- Communication skills (both written and verbal) are developed throughout the programme.

IS THIS THE PROGRAMME FOR ME?

If you are interested in

- Engaging with lecturers from a range of disciplines to discover an exciting approach to health, healthcare and health promotion.
- Reflecting on your own society and critically evaluating its ability to meet the fundamental human rights for the highest attainable standard of health and all the interlinking rights, food, shelter, safe social environment, etc. that influence and impact health
- Learning about other societies' practices, ideas and approaches to supporting health and wellbeing
- Modules of study that are linked to the Ottawa Charter for Health Promotion, Bangkok Charter and UK Government health promotion documents.
- Modules that discuss healthy public policy, empowerment, community action, health services, communication, behaviour change theories, working with groups, inequalities and individual, community and population based health.

If you enjoy....

- Debating and discussing issues that influence individual, community and population health

- Using creative skills to promote health and wellbeing
- Examining and designing health promotion programmes and policies
- Working with others
- Analysing information to understand health issues and interventions
- Thinking about global and local issues around health and the complex web of interactions that produce wellbeing and illness

If you want....

- A high level of learning support at level 4 aimed at improving success in level 5 and 6. There is a Personal and Professional Skills module at level 4 that will support your learning needs and the management of a personal development profile is central to this process. This will allow you to identify your learning needs and document personal success.
- A wide range of modules. Even though you may have selected a health promotion pathway you can still select modules from a range of options.
- Consistent and quality exposure to developing yourself as a researcher within health promotion and to gain the desirable skills for employment after graduation

Your future career

Health promotion skills are in demand across the globe and the management of health services offer transferable skills that are vital for the current need for an agile workforce skilled in management principles. You may consider the following employment opportunities: Health Promotion Officer, Teenage Pregnancy Co-ordinator, Campaigns/Event organiser, Stop Smoking development worker, NHS Health Trainers, Health Researcher, Healthy Schools Co-ordinator, Sure Start worker and a range of posts in charitable, voluntary and public sectors.

How we support you

When you arrive at the University you will be allocated a personal development tutor who will be a member of the academic staff familiar with your programme of study. During your first term at level four you will see your personal development tutor regularly as an integral part of your core 'Personal and Professional Skills' module. Your personal tutor is there to help you throughout your time at the University.

Module leaders and programme leaders also offer support on academic issues.

The School help desk offers direct help and advice.

Student representatives are elected each year from each level and can also act as a communication channel with staff and other students.

Every health promotion module uses online resources for all students via Moodle which provides lecture notes and other module specific information. This support is especially important if you are considering part-time study.

Support for Students at the university level includes; Disability, Dyslexia and Access Centre, Skillzone, Connexions, an Employability Unit, advice on practical issues such as finance, medical services, language support and learning support for specialist needs.

Modules are taught on individual days to allow students to plan work and/or other responsibilities around their University attendance.

Bonus factors

The University of East London is a global learning community with over 20,000 students from 120 countries worldwide. Within the School of Health, Sport and Bioscience we have staff and facilities to match the wide interests and backgrounds of our students.

The university is 15 minutes from London's West End by public transport.

East London is now recognised as a great place to live, work and study. With the success of London's bid for the 2012 Olympic and Paralympic Games, the university experienced tremendous change. It is at the heart of the most exciting urban development project in Europe.

On site facilities over two campuses include bookshops, canteens, coffee shops, student shops, 24 hour access learning resource centres, cash points, IT laboratories and other student based services provided by the Students Union.

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Gain a critical understanding of the relationship between theory and practice in health and health promotion
- Develop an understanding of how health beliefs, health practices and health chances are shaped by the historic, socio-cultural, economic, environmental, personal and policy environments
- Apply a critical and analytical approach to the principles and practices of health promotion
- Develop knowledge, skills and experience necessary to promote the health of populations
- Nurture a creative and activist engagement with the perspectives and methods of health promotion.

What will you learn?

On completion of the programme, students will be expected to:

Knowledge

Have knowledge and understanding of

- Selected themes and contemporary issues in Health Promotion
- The factors that influence health and wellbeing;
- Historical aspects of health promotion theory and practice
- Research skills and methods used in Health Promotion
- Health Promotion theory and practice and related disciplines.

Thinking skills

Demonstrate the ability to:

- Develop an understanding of, summarise and synthesise materials from a range of sources to analyse issues in health;
- Apply theory in the assessment of Health promotion related policy, interventions and developments;
- Develop an understanding of theoretical models in the practice of health promotion (May, J and Min)
- Identify, synthesise and evaluate relevant primary and secondary data sources;
- Recognise the diversity of perspectives underpinning Health Promotion
- Reflect on personal knowledge and develop strategies to enhance learning;
- Critically appraise research undertaken in Health Promotion.

Subject-Based Practical skills

Display:

- Problem-solving skills;
- Data collection and research skills;
- Evaluative, critical and analytical skills
- Sensitivity to the values and interests of others;
- The ability to locate and retrieve information from a variety of sources
- Independent learning skills.

Skills for life and work (general skills)

Demonstrate the ability to:

- Convey ideas in an appropriate written and/or oral format, including where appropriate, presenting this information;
- Communicate effectively (in writing and verbally);
- Participate effectively in groups to achieve joint learning outcomes;
- Manage time effectively;
- Critically reflect on the value of one's own work;
- Select and utilise appropriate computer software;
- Set goals and plan a programme of work;
- Develop a personal learning style;
- Work independently.

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 full-time or 5 years part-time.

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

A student registered in a full-time attendance mode will take 120 credits per level. Typically this will be comprised of four 30 credit modules. The exact number may differ if the programme is comprised of 15, 45 or 60 credits modules. An honours degree student will

complete modules totalling 120 credits at level four, modules totalling 120 credits at level five and modules totalling 120 credits at level six.

Level	Module code	Module title	Distance Learning (Y/N)	Credits	Status*
4	HS4101	Understanding Health and Healthcare in the UK	N	30	Core
4	HS4102	Personal and Professional Skills	N	30	Core
4	HS4103	Introduction to Research Methods	N	30	Core
4	HS4105	Introduction to Epidemiology	N	30	
4	HS4106	Key concepts in Health Promotion	N	30	Option
4	HS4107	Introduction to health systems and their management	N	30	Option
5	HS5101	Employability	N	30	Core
5	HS5102	Research Methods and Skills	N	30	Core
5	HS5103	Social Patterns of Health and Illness	N	30	Option
5	HS5104	Services and Operations Management in Health systems	N	30	Option
5	HS5105	Practical Epidemiology	N	30	Option
5	HS5106	Health Policy	N	30	Option
5	HS5107	Global Health	N	30	Option
6	HS6101	Research Project	N	30	Core
6	HS6102	Integrative public health	N	30	Option
6	HS6103	Service design, transformation and leadership	N	30	Option
6	HS6104	Critical practice and perspectives in health promotion	N	30	Option
6	HS6105	Evidence synthesis	N	15	Option
6	HS6106	Prevention and control of CDs and NCDs	N	15	Option
6	HS6107	Infection control in healthcare	N	15	Option
6	HS6108	Gender, Sexuality and Health	N	30	Option
6	HS6109	Health promotion and later life	N	30	Option
6	HS6110	Global and local perspectives in health	N	15	Option
6	HS6111	Strategy and commissioning	N	30	Option
6	HS6112	Health service finance	N	30	Option
6	HS6113	Professional practice in healthcare	N	15	Option
6	HS6114	Comparative Health Services	N	15	Option
6	HS6115	Patient safety and service quality	N	15	Option
6	HS6116	Achieving health service improvements using Lean Six Sigma	N	15	Option
6	HS6117	Service Quality in Healthcare	N	15	Option

**Please Note – A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.*

Requirements for gaining an award

In order to gain an Honours degree 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 Ordinary degree 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 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 you will need to obtain 120 credits at level four or higher

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Tutorials/seminars
- Lectures
- Workshops
- Reading
- Internet, Moodle
- Independent research

Thinking skills are developed through

- Presentations
- Debates
- Problem-based learning
- Preparing for tutorials and seminars/workshops
 - Completing coursework assignments (including data analyses, essays and reports)
- Independent reading

Practical skills are developed through

- Practical work in groups
- Individual research tasks
- Projects
- Computer usage
- Library sessions

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

- Time management
- Presenting ideas and arguments in a structured manner – written and oral communication
- Computer literacy
- Problem solving
- Team work.

Assessment

Knowledge is assessed by

- Written seen, unseen examinations
- 'standard' essays, extended essays and short pieces of assessed coursework
- In class tests or quizzes
- Individual and group presentations
- Poster presentations
- Group reports
- Oral Presentations
- Portfolios
- Database searches
- Library exercises
- Throughout the programme there is a combination of formative and summative assessment.
- Online quizzes and tests

Thinking skills are assessed by

- Essays, extended essays and short pieces of assessed coursework
- Individual and group presentations
- Poster presentations
- Group reports
- Project work
- Written seen/unseen examinations and open book examination
- Library exercises
- Oral presentations
- Tutorials, group work, presentations, debates and workshops

Practical skills are assessed by

- Evidence of logical planning and management of time in the preparation of materials for assessment
- The ability to complete assignments using appropriate resources.
- Reports resulting from group work.
- Open Book Examination
- Individual and group presentations;
- Poster presentations
- Group reports
- Information technology based assessments i.e. blogs

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

- Demonstration of effective oral and written communication skills
- Evidence of interpersonal skills such as teamwork and /or team leadership
- The ability to work to strict deadlines
- The ability to select and utilise appropriate problem solving 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 evaluation questionnaires
- Student representation on Programme Committees (meeting each term)
- Personal tutor,
- Module leaders,
- Programme leader,
- Field Leader.

Students are notified of the action taken through:

- Circulating the minutes of the programme committee
- Providing details on the programme notice board
- Verbal feedback to groups
- Moodle notice boards

Listening to the views of others

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

- Annual student satisfaction questionnaire

- Questionnaires to former students
- Views from local health stake holders

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
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- UEL Guide to Undergraduate Programmes
- *School web pages* (<http://www/uel.ac.uk/hab>)