

# Health Promotion

<b>Final award</b>	BSc (Hons)
<b>Intermediate awards available</b>	Cert HE, Dip HE, BSc ordinary degree
<b>UCAS code</b>	B990
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	Health Studies 2008
<b>Date specification last up-dated</b>	June 2011

## Profile

### The summary - UCAS programme profile

#### **BANNER BOX:**

This programme is highly recommended for students wanting to acquire health knowledge and specialist and transferable skills in the area of health promotion. The programme takes into account the changing needs of the health service as it concentrates more on health promotion and encouraging people to adopt healthy life styles. The emphasis in the future will be on working with patients and groups in the community to establish and maintain optimum levels of health. This is an area of increasing employment across the sector.

#### **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.

#### **ABOUT THE PROGRAMME**

##### **What is the Health Promotion programme?**

There is increasing interest in the area of health promotion from the health service, voluntary and charitable sections, media and international organisations. This degree encompasses current health issues from a range of perspectives and enables you to develop critical and analytical skills through the application of this knowledge. Exploration of your conceptualisation of health, health promotion and the relationship between theory and

practice will be considered throughout. Modules such as HS3101 'Communication and Health' and HS2115 'Contemporary issues in public health and health promotion' allow you to develop knowledge, application and transferable skills in health promotion theory and practice.

## **The Health programmes at UEL**

Health promotion is an exciting, evolving and dynamic area of study. 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.

### **Programme structure**

The programme provision is module based and is structured to allow a student maximum flexibility. Full and part time study is possible and combined degrees with other relevant subject areas are also possible. This programme shares a common first semester with BSc (Hons) Public Health and BSc (Hons) Health Services Management allowing movement between the programmes during this period. 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.

The first semester of Level 1 does not have formal examinations although assessment in the first semester includes in-class tests and quizzes.

There is an expectation that students require level 1 to "learn how to learn". This means that the degree award only draws on grades in level 2 and 3 for the final classification.

A considerable amount of assessment is informed by practical requirements. For example, students on the HS3101 'Communication and Health' module produce a poster campaign as part of their assessment. Oral presentations are used as an assessment method in HS2106 'Inequalities in Health' and HS2113 'Research Skills for Health Promotion' module requires students to produce a research proposal.

### **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 (HS3121/HS3122) is available at level 3. This allows students the opportunity to put into practice what they have learned on their programme, in particular from the HS2113 'Research skills for Health Promotion' module. Some other modules also have project based components, such as HS2117 Environment and Health.

### **Added value**

There is a considerable amount of assessment based on transferable skills.

There is extensive personal support based on a personal development tutor system.

There is extensive online support via our virtual learning environment (UEL Plus)

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.

Communication skills (both written and verbal) are supported during the programme.

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

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

- Modules of study that are linked to the Ottawa Charter for Health Promotion, alongside key Government health promotion documents.
- Modules that include elements around 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 based 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

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

- A high level of learning support at level 1 aimed at improving success in level 2 and 3. HS1101 is a Personal and Professional Skills module at level I 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 module selection. Even though you may have selected a health promotion pathway you can still select modules from a range of options. It is also possible to combine the core module from two pathways, for example Health Promotion and Public Health to create a joint degree programme. It is also possible to plan a combined programme from another subject / field for example advertising, psychology, early childhood studies or education.
- A strong theme through out the programme of research. This incorporates an appreciation of current developments, research skills and opportunities to conduct research locally.

### **Your future career**

There is a demand for practitioners in the health promotion area all over the world. There are a variety of employment opportunities that you might consider when you have graduated including the following: 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 semester at level I you will see your personal development tutor regularly as an integral part of your core module HS1101 '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.

There is a School help desk to offer both 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 UEL Plus which provides lecture notes and other module specific information.

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

Increasingly, the web is used as a resource to support students' learning. All module information, including lecture summaries, is available on our virtual learning environment (UEL Plus), together with notice boards and discussion boards. This support is especially important if you are considering part-time study.

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 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 is on the threshold of tremendous change, and 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, a cash point, IT laboratories and other student based services provided by the Students Union.

## **Outcomes**

### **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

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

All learning outcomes are covered in the programme's single honours route and where Maj, J and/or Min is shown against a learning outcome, this confirms that the learning outcome is covered in the Major, Joint and/or Minor routes offered.

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

#### **Knowledge**

Have knowledge and understanding of

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

## **Thinking skills**

Demonstrate the ability to

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

## **Subject-Based Practical skills**

Display

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

## **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; (Maj, J and Min)
- Communicate effectively (in writing and verbally); (Maj, J and Min)
- Participate effectively in groups to achieve joint learning outcomes; (Maj, J and Min)
- Manage time effectively; (Maj, J and Min)
- Critically reflect on the value of one's own work; (Maj, J and Min)
- Select and utilise appropriate computer software; (Maj and J)
- Set goals and plan a programme of work; (Maj, J and Min)
- Develop a personal learning style; (Maj, J and Min)and
- Work independently. (Maj, J and Min)

# **Structure**

## **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:

- 0 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 equivalent in standard to the third year of a full-time undergraduate degree programme
- M 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 5 years in part-time mode. It is possible to move from a full-time mode of study to a part-time mode of 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.

### **How the teaching year is divided**

The teaching year begins in September and ends in June, but some students also decide to join at the start of Semester B, in February and end in January.

A typical student, in full-time attendance mode of study, will register for 120 credits (6 modules) in an academic year. A student in a part-time mode of study may register for up to 80 credits (4 modules) 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 typically take six 20 credit modules (or fewer, if any are 40 credit modules) per year. Part-time students may take any number of modules up to a maximum of four per year.

An honours degree student must complete modules totalling 120 credits at level one, modules totalling 120 credits at level 2 and modules totalling 120 credits at level 3.

It is possible to bring together modules from one field with modules from another to produce a combined programme. Subjects are offered in a variety of combinations:

- Single 120 credits at levels one, two and three
- Major 80 credits at levels one, two and three
- Joint 60 credits at levels one, two and three
- Minor 40 credits at levels one, two and three.

The following are the core and optional requirements for the single, major, joint and minor routes for this programme.

<b>LEVEL</b>	<b>UEL Module Code</b>	<b>TITLE</b>	<b>SKILLS MODULE</b>	<b>CREDITS</b>	<b>STATUS SINGLE</b>	<b>STATUS MAJOR</b>	<b>STATUS JOINT</b>	<b>STATUS MINOR</b>
1	HS1104	Personal and professional skills	Y	20	Core	Core	Core	
1	HS1105	Development of Healthcare in the UK		20	Core			
1	HS1103	Understanding Health		20	Core	Core	Option	Core
1	HS1111	Research methods		20	Core	Core	Option	
1	HS1114	Introduction to Health Promotion		20	Core	Core	Core	Core
1	HS1115	Key concepts in Health Promotion		20	Core		Option	
2	HS2102	Principles and values in health promotion		20	Core	Core	Core	Core
2	HS2105	Employability	Y	20	Core	Core	Core	
2	HS2106	Health Inequalities		20	Core		Option	
2	HS2107	Addictive Behaviours and health		20	Option		Option	
2	HS2113	Research skills for health promotion	Y	20	Core	Core	Core	
2	HS2115	Contemporary issues in public health and		20	Core	Core	Option	Core



\*\* Single honours students have the option to select a 20 or 40 credit project module. A minimum threshold of 55% is set from the research methods module (HS2113) for students to be eligible to undertake the 40 credit project module (HS3122).

### **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 one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three 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 one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three 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 one or higher and 120 credits at level two or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one or higher

In order to gain an Associate Certificate you will need to obtain a minimum of 20 credits at level one or higher

### **Degree Classification**

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

The arithmetic mean of the best 100 credits at level 3  $\times 2/3$  + The arithmetic mean of the next best 100 credits at levels 2 and/or 3  $\times 1/3$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division
- 40% - 49% Third Class Honours
- 0% - 39% Not passed

### **Additional information...**

The lowest module marks at level 2 and at level 3 are disregarded in the final degree classification calculations

## **Assessment**

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

#### **Teaching and learning**

##### **Knowledge is developed through**

- Tutorials/seminars
- Lectures
- Workshops
- Reading
- Internet, UEL Plus
- 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 and open book examination

- '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

## **Quality**

### **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.

### **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 semester)
- 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
- UEL Plus 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

## **Further Information**

### **Alternative locations for studying this programme**

<b>Location</b>	<b>Which elements?</b>	<b>Taught by UEL staff</b>	<b>Taught by local staff</b>	<b>Method of Delivery</b>
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### **Where you can find further information**

Further information about this programme is available from:

- The UEL web site - [www.uel.ac.uk](http://www.uel.ac.uk)

- The programme handbook
- Module study guides
- UEL Manual of General Regulations - [www.uel.ac.uk/qa/](http://www.uel.ac.uk/qa/)
- UEL Quality Manual - [www.uel.ac.uk/qa/](http://www.uel.ac.uk/qa/)
- Regulations for the Academic Framework - [www.uel.ac.uk/academicframework/](http://www.uel.ac.uk/academicframework/)
- UEL Guide to Undergraduate Programmes
- School web pages - [www.uel.ac.uk/hab](http://www.uel.ac.uk/hab)