

## 12.2 PROGRAMME SPECIFICATION DOCUMENT

1. Qualification BSc (Hons)	2. Programme Title Community Health and Wellbeing	3. UCAS Code	4. Programme Type Undergraduate degree
<p><b>5. Main Purposes and Distinctive Features of the Programme</b></p> <p>The course is designed to meet the requirements of employers in sectors including local authorities, the NHS, leisure industries and community based voluntary sector organisations that focus on health promotion and health improvement. It will prepare students to work in a collaborative manner with other workers and agencies and to participate in and manage community health programmes such as smoking cessation, community food projects, and community development. The course is designed to help graduates link their skills to the current policy agenda of 'Choosing Health' as part of the Public Health workforce. They will develop a portfolio to relate their learning to the development of Competencies for Public Health Practice.</p> <p>The programme includes work-based learning in year two and three. There will be opportunities for shared learning with practitioners in health and social care and community work. Module options can be selected to meet identified needs in relation to employability in the sector.</p>			
<p><b>6. What a graduate should know and be able to do on completion of the programme</b></p>			
<p><u>Knowledge and understanding in the context of the subject(s)</u> Systematic understanding of key aspects of the promotion of community health and wellbeing, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of developments in public health and health promotion.</p> <p>Knowledge and understanding focuses on:</p> <ol style="list-style-type: none"> <li>Underpinning knowledge: Determinants of Community Health and Wellbeing</li> <li>Delivery: Promoting Health and Wellbeing in the Community</li> <li>Management: Implementation and management of Community Health Programmes.</li> </ol>		<p><u>Subject-specific practical/professional skills</u></p> <p>An ability to deploy accurately established techniques of analysis to health and related social data; policy; and evidence based approaches to the enhancement of health and well being;</p> <p>the ability to work with others to identify their own learning and development needs, to manage their own learning and develop their competencies. To make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials such as public health reports; health impact assessments);</p> <p>apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate, carry out, evaluate and contribute to the management of projects that aim to improve the health and wellbeing of a defined population;</p> <p>communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences such as members of the community and other relevant stakeholders in varied settings.</p>	
<p><u>Cognitive skills in the context of the subject(s)</u> Conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> <li>to devise and sustain arguments, and/or to solve problems, differentiating values, policy frameworks, and using conceptual frameworks, ideas and techniques some of which are at the forefront of contemporary practice;</li> <li>to describe and comment upon particular aspects of the development and use of evidence bases for promoting health and wellbeing in and with communities</li> <li>appreciate the contested nature of concepts, policies and practices that characterise the uncertainty, ambiguity and limits of knowledge for promoting community health and well being;</li> <li>critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.</li> </ul>		<p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p>Qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> <li>the exercise of initiative and personal responsibility for ethically justified interventions;</li> <li>decision-making involving members of the public and relevant stakeholders in complex and unpredictable contexts; and</li> <li>the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</li> </ul> <p>Develop the Skills for Health Occupational Standards for Public Health Practice:</p> <p>PH01 - Surveillance and assessment of the population's health and wellbeing</p>	

	<p>PH02 - Promoting and protecting the population's health and wellbeing</p> <p>PH03 - Developing quality and risk management within an evaluative culture</p> <p>PH04 - Collaborative working for health and wellbeing</p> <p>PH05 - Developing health programmes and services and reducing inequalities</p> <p>PH06 - Policy and strategy development and implementation to improve health and wellbeing</p> <p>PH07 - Working with and for communities to improve health and wellbeing</p> <p>PH08 - Strategic leadership for health and wellbeing</p> <p>PH09 - Research and development to improve health and wellbeing</p> <p>PH10 - Ethically managing self, people and resources to improve health and wellbeing</p> <p>Key transferable skills and values are summarised as follows:          Team skills and leadership,          practice that values the diversity of user, carer needs and experiences;          anti discriminatory and anti-oppressive practice;          challenging health inequalities and promoting social equity for health;          problem solving;          numeracy appropriate to context;          oral and written communication skills;          and Information and Communication Technology (ICT),          learning how to learn.</p>
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**7. Qualities, Skills & Capabilities Profile: demonstrated by written coursework from the programme as a whole and in the PDP contained within a Portfolio commencing in Year 1 with *Business Skills and Personal Development and Introduction to Health and Wellbeing in the Community* and developed in years 2 & 3 in the *Work-based Experience* modules.**

A Cognitive	B Practical	C Personal & Social	D Other
Analysis and synthesis of knowledge derived from empirical research, theory, ethics and values, and practice	Develop and deploy the Skills for Health Occupational Standards for Public Health Practice in a skilled and sensitive manner appropriate to the context of practice.	Form effective collaborative relationships with members of the public and work colleagues.	The exercise of initiative and personal responsibility for ethically justified interventions;
Higher order skills of critical reflection.	Key transferable skills and values as identified above	Relate across organisational, professional and cultural boundaries.	Commitment to quality, humanity and equity in professional practice.
Systematic and rigorous approach to planning and evaluation of community health programmes, projects or interventions.	Investigative, evidence based approach to practice	Oral, written and interpersonal communication skills in academic and professional contexts.	Demonstrate a responsible attitude to own personal, educational and career development and the ability to account for personal strategies.
	Use of Information and Communication Technology	decision-making involving members of the public and relevant stakeholders in complex and unpredictable contexts;	the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units (3 Years full-time; 4½-5 years part-time). Honours Degree = 360 credits; Intermediate Awards of Diploma of Higher Education and Certificate of Higher Education available at 240 and 120 credits respectively. All Honours degrees must include the study of 120 credits at Level H3.

Part II *Students take 4 (Minor), 6 (Joint), 8 (Major) 10 (Single) Modules*

HE 6 Honours Modules	<u>Core Modules (20 credits)</u> <ul style="list-style-type: none"> <li>• Collaborative working for Health Improvement</li> <li>• Policy, Politics and health II</li> <li>• Leadership and Practice development in health and social care</li> </ul>	<u>Options (20 credits)</u> <ul style="list-style-type: none"> <li>• Health Care of the Older Person</li> <li>• Gender and Health</li> <li>• Young people in the Community</li> <li>• Physical Activity and Health 1</li> </ul>	<u>Project (40 credits)</u> Work experience II & Dissertation
HE 5 Honours Modules	<ul style="list-style-type: none"> <li>• Policy, Politics and health I</li> <li>• Health promotion – challenges &amp; opportunities</li> <li>• Dynamics of Human Relations</li> <li>• Work Experience I</li> <li>• Research Design and Method</li> <li>• Applying Our Understanding of the Person</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics of Community Development</li> <li>• Sport and leisure in the Community</li> <li>• Physical Activity and Health 2</li> </ul>	

Part I (Level 1) *Students take 2 (Minor), 3 (Joint), 4 (Major), 5 (Single) Modules*

HE4 First Year or Part-Time Equivalent	<ul style="list-style-type: none"> <li>• Business Skills and Personal Development</li> <li>• Introduction to Health and Wellbeing in the Community</li> <li>• Social and Environmental determinants of Health</li> <li>• Biological Determinants of Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Sport and leisure in Society</li> <li>• The coaching process</li> <li>• Coaching for Life skills, stress and transition</li> </ul>	
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9. Learning, Teaching and Assessment Strategy

Learning and Teaching Methods  
 Participative Project and Problem based learning in the classroom;  
 Work based learning.

Assessment Methods  
 Essays; poster presentation; workbooks \ community health profile; learning agreements for work based learning; portfolio development and reflective practice; short exams; dissertation project report

Assessment Classification System

10. Other Information *(including compliance with re University policies)*

Date programme first offered  
 September 2007

Admissions Criteria  
Standard Requirements  
 140 UCAS points or equivalent:

- Five GCSE/GCE, grade C or above, including English with level passes (10 points), preferably including a social sc subject, or
- Advanced GNVQ, Level 3 normally with Merits, or
- BTEC National Diploma in relevant social science area e.g

<p>Honours classification.</p> <p><b><u>Honours Classification Bands</u></b> Unclassified as regulations may allow. 3<sup>rd</sup>; 2.2; 2.1; 1<sup>st</sup>.</p>	<p>social care, Merits required at all units at Level 3, or</p> <ul style="list-style-type: none"> <li>• completion of a suitable Kite marked access course with minimum of 12 credits at Level 3, preferably in social sciences or health studies, or</li> <li>• other equivalent qualifications e.g. Scottish Highers, Irish Leaving Certificate, International/European Baccalaureate.</li> </ul> <p><i>Non Standard Entry</i></p> <p>Special consideration is given to mature applicants, over 21 years of age, without the above qualifications but with relevant work experience. Applicants are encouraged to contact the Department to arrange an interview.</p> <p><i>Accreditation of Prior Learning</i></p> <p>Prior certificated learning can be accredited to the programme within the university regulations for up to half the volume of credit (180 credits); or 240 credits for a Diploma in Higher Education subject to approval by an AP(E)L Panel established with the Health Studies Scheme in the Department of Health and Social Studies. Credit awarded will be specific credit in relation to programme outcomes.</p> <p><u>Indicators of Quality and Standards</u></p> <ol style="list-style-type: none"> <li>1. Formal validation where a panel composed of independent internal and external representatives approved the curriculum submitted against its set of standard criteria as applied to all such degree scheme proposals.</li> <li>2. An external examining system whereby all student work and teaching is monitored by a team of external examiners.</li> <li>3. Regular formal and informal dialogue with health managers, Strategic Health Authorities and NMC visitors on the development of the programmes funded by the SHA and approved by the NMC.</li> <li>4. Peer observation of teaching.</li> <li>5. Student evaluations at module and programme level linked to action plan where there is a need to change practice.</li> <li>6. Annual formulation and monitoring of quality enhancement plan from previous year.</li> <li>7. QAA Subject Review for Health Studies – This achieved a maximum grading of 24 points in March 2000.</li> <li>8. Department of Health funded and Nursing Midwifery Council approved programmes are subject to QAA Major Review (undertaken 2005: Outcomes – Confidence in Academic and Practitioner Standards; Commended - Quality of learning opportunities) and On-going Quality management and Enhancement. OQME follows an annual cycle and is currently organised on a Pan Manchester basis which facilitates sharing of good practice and development of quality standards across the Greater Manchester Universities.</li> <li>9. NMC Annual Monitoring and review</li> <li>10. Community Studies: Successful QAA Developmental Engagement in 2004.</li> <li>11. Psychology and Life Sciences: included in the successful Institutional Audit carried out by the QAA in Autumn 2005.</li> <li>12. National Student Satisfaction Survey 2005. Highest national score for Nursing.</li> </ol>