

## Course Specification

<b>Published Date:</b>	15-Sep-2020
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<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Health		
<b>Course Code(s):</b>	HL013H01UV HL013H31UV	Full-time Part-time	3 Years 6 Years
<b>Course Title:</b>	BSc (Hons) Health Studies		
<b>Hierarchy of Awards:</b>	Bachelor of Science with Honours Health Studies Bachelor of Science Health Studies Diploma of Higher Education Health Studies Certificate of Higher Education Health Studies University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	03/May/2017		
<b>Last Review:</b>	2015/6		
<b>Course Specification valid from:</b>	2009/0		
<b>Course Specification valid to:</b>	2020/1		

## Academic Staff

<b>Course Leader:</b>	Mrs Sally Price
<b>Head of Department:</b>	Amena Dilmohamed Mr Ranjit Khutan

# Course Information

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Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

### 2017 Entry

- Gain CDD with a minimum of DDE from at least 2 'A' Levels.
- BTEC National Diploma at a MMP grade
- BTEC QCF Extended Diploma at grade MMP /BTEC QCF Diploma at grade DM
- CACHE Diploma in Child Care and Education at a C grade
- Access to HE Diploma Full award (60 credits)
- Successful completion of the [Foundation Year of Learning Education and Progression](#)
- International entry requirements and application guidance can be found [here](#)
- Successful completion of the [International Foundation Year in Education, Health and Wellbeing](#)
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. Please see <http://wlv.ac.uk/mature> for further information.

Those who do not meet the entry requirements may be offered an alternative course.

## Distinctive Features of the Course:

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- A contemporary public health focus.
- Opportunities for inter-disciplinary learning which is vital for employment within the increasingly integrated healthcare arena.
- A friendly, helpful and student focused team of academic and administrative staff.
- Module teaching teams who are subject specialists with extensive experience working within the health care arena, all of whom have additional professional and academic qualifications which they bring to the learning experience to ensure its contemporary nature for the student.
- Visiting and honorary lecturers from health care related fields who bring contemporary and real-world examples of practice into the classroom.
- Links and knowledge from local, national and international research initiatives undertaken in the School of Health and Wellbeing and the wider University research institutions.

## Educational Aims of the Course:

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There are exciting and new challenges facing public health care on a local, national and international level. Those working in health care and related professions require a comprehensive set of skills and knowledge to enable them to effectively assess, plan, deliver and manage services for the populations they serve. The School of Health and Wellbeing's BSc (Hons) Health Studies course is able to provide the platform for individuals to become graduate professionals who are digitally literate, knowledgeable, enterprising and aware of their role within the public health arena as global citizens.

The course is designed to provide you with a unique and coherent award, through offering you a thorough exploration of this exciting and growing subject area. The Health Studies course enables you to examine states of positive wellbeing as well as those that go beyond definitions and focus on disease and deprivation; to examine all factors which have the potential to influence health and wellbeing.

The BSc (Hons) Health Studies is one of many courses run by the School of Health and Wellbeing, which has an established reputation for excellence in terms of the quality of its courses, particularly through the provision of innovative approaches to teaching and learning, and for the student centred friendliness of its academic and administrative staff.

This course will enable you to gain an understanding of the nature of health studies which entails inter-disciplinary and multi-disciplinary approaches. As a Health Studies student you will develop the skills necessary for the assimilation and understanding of the complex and diverse nature of the subject, as well as more general skills which will be widely transferable, enabling you to effectively prepare for and to establish a career in a wide range of health and public health related areas.

A range of the modules will be studied, some alongside other health and social care students, which will broaden your understanding of health, public health and social care arenas and provide you with opportunities for inter-disciplinary learning, gaining a deep understanding of work within the wider health economy.

#### Intakes:

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September

#### Major Source of Funding:

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Office for Students (OFS)

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00

#### PSRB:

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None

#### Course Structure:

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### September (Full-time)

#### Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4HW052	Foundations of Holistic Health	20	SEM1	Core
4SH001	Introduction to Health and Well Being	20	SEM1	Core
4HL001	Exploring Human Physiology in Health and Illness	20	SEM1	Core
4HW008	Health as a Social and Cultural Issue	20	SEM2	Core
4HW002	The Impact of Work on Health	20	SEM2	Core
4HL002	Preparation for Volunteering and Employment within Health and Social Care	20	SEM2	Core

## September (Full-time)

### Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5HL007	Exploring Mental Health Issues in Contemporary Society	20	SEM1	Core
5HW004	Developing Healthy Communities	20	SEM1	Core
5HW003	Understanding Approaches to Public Health	20	SEM2	Core
5HW011	Violent Societies, Violent Lives: Identifying the Public Health Response	20	SEM2	Core
5HW047	Holistic Approaches in Healthcare	20	SEM2	Core
5HL008	Introduction to Research Methods for Health	20	SEM1	Core

## September (Full-time)

### Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6HW109	Environmental Management and Sustainable Health	20	SEM1	Core
6HL004	Promoting Health: Assessing and Addressing Health Needs	20	SEM1	Core
6HL006	Appraising Health Policy and Practice	20	SEM1	Core
6HW005	Ethics within the Health Care Arena	20	SEM2	Core
6HL001	Gender, Sex and Health	20	SEM2	Core
6HL007	Research for Health Project	20	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

# Learning, Teaching and Assessment

## Academic Regulations Exemption:

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None.

## Reference Points:

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The course has been carefully designed to meet your needs, and the needs of current and potential employers. The following reference points have informed the award:

QAA (2019) Health Studies Subject Benchmark

<https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf>

The subject benchmark statements provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject area. Having examined the most recent QAA Health Studies statements, key areas around subject knowledge and understanding, as well as subject specific skills and transferrable skills are included in this course. In particular, it is noted in the QAA (2008) benchmarks that health studies should be informed by other academic disciplines, and as such a multi and inter-disciplinary approach is adopted in the course. With regards to subject knowledge and understanding, the award explores health as a contested concept, the multi-disciplinary nature of health studies, contemporary issues and the myriad issues that surround diversity. Underpinning key concepts are embedded in the modules and include; an examination of key theoretical and policy approaches, as well as that of the role of individuals in furthering the aims of health studies.

Framework for Higher Education Qualifications (FHEQ)

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp>

This has been used to ensure the course facilitates learners to achieve BSc (Hons) level 6.

Equality Act 2010

Quality Unit Subject Guides and Validation Guide.

[www.wlv.ac.uk/regulations](http://www.wlv.ac.uk/regulations)

School Documents.

The School of Health and Wellbeing: Assessment Handbook has been utilised to guide the nature of the assessment process.

QAA Code of practice for the assurance of academic quality and standards in higher education has been embedded at the stage of developing the curriculum and will underpin the delivery of the new curriculum to existing and future undergraduate recruits.

*Section 3: Students with disabilities*

*Section 6: Assessment of students*

NB: Collaborative provision, and flexible and distributed learning (including e-learning) are also features of the QAA code, all of which have been applied where appropriate.

## Learning Outcomes:

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CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

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CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

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CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

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CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

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CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

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DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

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DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

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DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

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DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

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DipHE Course Learning Outcome 5 (DHECLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively

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DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

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Ordinary Course Learning Outcome 1 (ORDCLO1)

Demonstrate understanding of the biological, psychological, cultural, social and political principles that underpin / contribute to health, well-being, illness and disease.

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Ordinary Course Learning Outcome 2 (ORDCLO2)

Compare and critically discuss health as a contested concept within contemporary society, to include an understanding and appreciation of the range of health contexts (local, national and international), health care needs, health care priorities and the roles of inter-disciplinary agencies specific to addressing these.

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Ordinary Course Learning Outcome 3 (ORDCLO3)

Critically reflect on the links between the individual experience of health and health issues and the influence of wider structural elements relevant to health and well-being.

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Ordinary Course Learning Outcome 4 (ORDCLO4)

Independently access, review and critically appraise contemporary sources of health and health related Evidence Based information from a range of disciplines and demonstrate enterprise in applying this information to the promotion of individual and public health.

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Ordinary Course Learning Outcome 5 (ORDCLO5)

Draw upon the lived experience of health, well-being, illness and disease use this understanding to develop an awareness of the Self as a resource for contributing to the Individual and Public Health agenda within a moral, legal and ethical framework as a global citizen.

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Ordinary Course Learning Outcome 6 (ORDCLO6)

Demonstrate a well informed understanding of the contemporary context within which health advice, health promotion and health care practice takes place and show signs of being enterprising, collaborative and leading within a professional competitive health market.

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Honours Course Learning Outcome 1 (DEGCLO1)

Demonstrate understanding of the biological, psychological, cultural, social and political principles that underpin / contribute to health, well-being, illness and disease.

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Honours Course Learning Outcome 2 (DEGCLO2)

Compare and critically discuss health as a contested concept within contemporary society, to include an understanding and appreciation of the range of health contexts (local, national and international), health care needs, health care priorities and the roles of inter-disciplinary agencies specific to addressing these.

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Honours Course Learning Outcome 3 (DEGCLO3)

Critically reflect on the links between the individual experience of health and health issues and the influence of wider structural elements relevant to health and well-being.

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Honours Course Learning Outcome 4 (DEGCLO4)

Independently access, review and critically appraise contemporary sources of health and health related Evidence Based information from a range of disciplines and demonstrate enterprise in applying this information to the promotion of individual and public health.

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## Honours Course Learning Outcome 5 (DEGCLO5)

Draw upon the lived experience of health, well-being, illness and disease use this understanding to develop an awareness of the Self as a resource for contributing to the Individual and Public Health agenda within a moral, legal and ethical framework as a global citizen.

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## Honours Course Learning Outcome 6 (DEGCLO6)

Demonstrate a well informed understanding of the contemporary context within which health advice, health promotion and health care practice takes place and show signs of being enterprising, collaborative and leading within a professional competitive health market.

## Overview of Assessment:

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Module	Title	Course Learning Outcomes
4HL001	Exploring Human Physiology in Health and Illness	CHECLO1, CHECLO2, CHECLO4
4HL002	Preparation for Volunteering and Employment within Health and Social Care	CHECLO3, CHECLO5
4HW002	The Impact of Work on Health	CHECLO1, CHECLO2, CHECLO4, CHECLO5
4HW008	Health as a Social and Cultural Issue	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4HW052	Foundations of Holistic Health	CHECLO1, CHECLO2, CHECLO4
4SH001	Introduction to Health and Well Being	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
5HL007	Exploring Mental Health Issues in Contemporary Society	DHECLO1, DHECLO2, DHECLO4, DHECLO5
5HL008	Introduction to Research Methods for Health	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5
5HW003	Understanding Approaches to Public Health	DHECLO1, DHECLO3
5HW004	Developing Healthy Communities	DHECLO2, DHECLO3
5HW011	Violent Societies, Violent Lives: Identifying the Public Health Response	DHECLO2, DHECLO4, DHECLO5
5HW047	Holistic Approaches in Healthcare	DHECLO1, DHECLO3, DHECLO4, DHECLO5
6HL001	Gender, Sex and Health	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO5
6HL004	Promoting Health: Assessing and Addressing Health Needs	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HL006	Appraising Health Policy and Practice	ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HL007	Research for Health Project	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6
6HW005	Ethics within the Health Care Arena	ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6
6HW109	Environmental Management and Sustainable Health	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6

## Teaching, Learning and Assessment:

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Your learning will include the study of six modules a year. The learning activities which will support you in the achievement of the learning outcomes are wide and varied. Throughout the programme these learning activities will enable you to achieve our graduate attributes of digital literacy and global citizenship. Additionally you will become knowledgeable and enterprising in your chosen field. The types of learning



experiences which will help you achieve this include:

**Lectures:** You will experience a variety of lecture formats. Both teacher and student centred lectures are encouraged. Within the lecture time will be provided where you are encouraged to be interactive with lecturers to aid clarification and extension of your knowledge and understanding. All lecture material will be supported by digital technology to enhance learning, and will be made available for you to access independently throughout a module on CANVAS our virtual learning environment.

**Seminars:** These are educational opportunities to extend and deepen your understanding of topics covered in a module. Seminars are important learning opportunities, and will take the form of smaller groups of students. In some seminar forums you will be encouraged to take the lead in discussing relevant articles, policies and the theoretical and evidence base that underpins health care and all its nuances.

**Workshops:** Workshops will allow you to develop skills of interaction and critical debate with a wide variety of academic staff and students, they are essential to developing skills for working in the real environment of health care.

**Debate and dialogue:** The University's virtual learning environment, CANVAS provides a forum for you and your colleagues to engage in dialogue with each other as well as with academic staff.

**Formative on-line assessments:** Here opportunities will be provided for you to 'have a go' at some summative assessment tasks before the actual (graded) assessment is submitted. This will develop your academic and practical skills through tutorial guidance and feedback.

**Peer presentations:** You will be required to study some aspects of specific modules independently and feed back your findings to the wider group, which allows you to further develop your academic skills and understanding.

**Independent and self-directed learning:** These are essential aspects of 'reading for a degree'. Academics responsible for module delivery will ensure essential reading material is made known to you e.g. articles, chapters in books, whole books, policies and web based material. In each module there will be a degree of freedom for you to explore topics of your own choice in the context of the module specific learning outcomes. To achieve this you will be encouraged to seek out and review material additional to that recommended by module leaders to support your academic development in relation to the subject specific outcomes e.g.: topic specific articles, web sites or books.

**Tutorials:** Face to face meetings with Module Leaders, the Award Leader and your Personal Tutor aim to tailor academic advice to meet your individual needs. By developing your own Personal Development Plan (PDP) you can get the most out of your higher education learning journey, and beyond, for example when pursuing employment or further HE courses.

## Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

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The University provides a range of resources to support students directly with their learning as well as other areas of their life. These resources are all signposted through the University web pages and include;

## Study Support

Academic skills support is available to all students throughout all levels of study, via the school and learning centres. Academic skills sessions are introduced within the induction programme, different modules and through a blended learning approach with access to material in CANVAS. This is designed to help you to use the learning resources effectively and also to help you when it comes to completing assessments. Academic skill development is further embedded within the curriculum at different levels; module lecturers, personal teachers and particularly the Award Leader will monitor your progress on the course and will encourage you to understand the grade you are awarded for a piece of assessed work, where necessary academic staff will encourage you to act on written feedback when your assessed work is returned to you.

- Some useful resources are signposted through the Sharpen up your Skills web pages at [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills).
- Learning Information Services advisors offer individual support across our four campus learning centres.
- [ASSIST](#) – which provides real-time online librarian support

## Personal support

- The [Careers and Employment Services](#) team offering support in finding a part-time job whilst studying and help in preparing for work after study.
- Counselling offering a confidential space in which you can talk to a counsellor about your concerns. Personal appointments are available on all campuses; there is a drop-in service every weekday at City Campus and on online counselling is available via CANVAS.
- The student financial support unit can help students with advice on funds available to students.

The student enabling service centre provides a comprehensive range of support for Deaf, Dyslexic and Disabled students including; screenings and assessments, guidance on gaining financial support, various support services and enabling technologies.

## Employability in the Curriculum:

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Following completion of this course, you may be employed within a health and/or social care organisation within the public, private or voluntary sector. This course will help you to work towards your goals.

Our graduates have gone on to a variety of occupational roles which include:

- Health Promoter/Health Advisor
- Public Health
- Housing Services
- Sexual Health Advisor
- Post-Graduate Certificate in Education (PGCE)
- Smoking Cessation
- Registered Nurse programmes
- NHS Graduate Scheme
- Research Assistant/Research Fellow posts
- Health and Safety
- Community Development projects
- Voluntary Services

For those who wish to continue in further study or research, the School of Health and Wellbeing currently

offers a Post Graduate Certificate, Post Graduate Diploma and Masters Degree in either Health Studies or Public Health. Both Masters degree programmes and the interim awards may be studied full or part-time, along with more flexible study options for those who wish to take standalone modules as part of their Continuing Professional Development (CPD).



THE UNIVERSITY OF OPPORTUNITY