

Course Specification

Published Date:	15-Sep-2020
Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	HL013T01UV HL013T31UV	Full-time Part-time	4 Years 8 Years
UCAS Code:	B905		
Course Title:	BSc (Hons) Health Studies with Foundation Year		
Hierarchy of Awards:	Bachelor of Science with Honours Health Studies Bachelor of Science Health Studies Diploma of Higher Education Health Studies Certificate of Higher Education Health Studies Foundation and Preparatory Studies Health Studies University Statement of Credit Health Studies		
Language of Study:	English		
Date of DAG approval:	01/Sep/2017		
Last Review:	2015/6		
Course Specification valid from:	2009/0		
Course Specification valid to:	2020/1		

Academic Staff

Course Leader:	Miss Veronica Grant
Head of Department:	Mr Ranjit Khutan Amena Dilmohamed

Course Information

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.

Entry Requirements:

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

- There are no formal entry requirements for the full time route. However, you are expected to demonstrate a commitment and motivation for health and social care
- Applicants must provide a satisfactory personal statement detailing their motivation for studying this course
- Students with NVQ Level 3 or equivalent can apply for recognition of prior learning (RPL) against certain modules during their foundation year.

Distinctive Features of the Course:

- Our Foundation Year programme has been designed to prepare you for studying at undergraduate level. The course will support you to develop the required skills and knowledge to transition effectively into Level 4 study.
- A contemporary public health focus.
- Opportunities for inter-disciplinary learning which is vital for employment within the increasingly integrated health and social care 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 programmes.

Starting degree level study can be a daunting prospect. The BSc (Hons) Health Studies (with Foundation Year) is designed to help you to develop the skills, knowledge and confidence to succeed in your studies with the University of Wolverhampton at degree level and beyond. During your Foundation Year you will develop skills appropriate to University such as finding and using information, working collaboratively with others, challenging and debating ideas and expressing yourself with greater confidence. We hope the Foundation Year helps you to become familiar with University life and to feel at home on campus.

Educational Aims of the Course:

Those working in the health and social care sectors 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 BSc (Hons) Health Studies (with foundation year) will provide you with the platform to become a graduate professional who is knowledgeable, digitally literate, enterprising and aware of your role within the health and care sector arena as a global citizen.

The BSc Health Studies (with foundation year) is ideal if you are looking at an alternative route into higher education, or wish to update or broaden your knowledge before progressing onto a full undergraduate degree. The first year of your programme helps you develop a strong foundation of health-related knowledge, alongside academic and transferable skills to ensure that you get the most out of your degree-level studies. During your foundation year you will study modules that will:

- introduce you to the health and wellbeing sector
- support you to develop your academic skills: literacy, numeracy, IT and research

- encourage you to develop self-confidence and effective communication skills
- help you to manage your own learning and get the most out of university life.

The BSc (Hons) Health Studies programme 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 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 a range of factors which have the potential to influence health and wellbeing.

This course will enable you to gain an understanding of the nature of health studies which entails interdisciplinary 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 modules will be studied, some alongside students from other disciplines such as social care, education, psychology and sports; this 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.

The BSc (Hons) Health Studies is one of many courses run by the Institute of Health, 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.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

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:

None

Course Structure:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 1

Module	Title	Credits	Period	Type
3ED003	Valuing the Self & Others	20	SEM1	Core
3HW003	Perspectives on Health and Well-being	20	SEM1	Core
3HW004	Health & Health Behaviour	20	SEM2	Core
3ED004	Interprofessional Working	20	SEM2	Core
3ED002	Preparing for Undergraduate Study	40	YEAR	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 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)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 3

Module	Title	Credits	Period	Type
5HL007	Exploring Mental Health Issues in Contemporary Society	20	SEM1	Core
5HW004	Developing Healthy Communities	20	SEM1	Core
5HL008	Introduction to Research Methods for Health	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

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 4

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:

AFRSC/19/5.1.15 FEHW Undergraduate degrees with Foundation Years.

Section 1.3.1 - Exemption to exceed normal module credits within the standard University Framework allowing for the use of 40 credit modules at Level 3 including Year Long delivery.

Section 4.4.3 - Exemption in accordance with the standards required for Early Years Teacher Status (granted by the National College for Teaching and Leadership) and the Children's Workforce Development Council (CWDC). Compensation will not be permitted for the following core module (repeats will be allowed);

4CF005 Safeguarding and Promoting Well-Being (20 credits).

Effective date: September 2020.

APPROVED.

Reference Points:

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 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 (2016) 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.

Healthy Lives, Healthy People: Our strategy for public health in England (2010)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/216096/dh_12742

CMO annual report. Public Mental Health (2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413196/CMO_web

No Health without Mental Health(2011)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/213761/dh_124058

[Public Health England Strategic Plan \(2016\)](#)

[NHS England, NHS Long Term Plan \(2019\)](#)

[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[University Policies and Regulations](#)

Equality Act (2010)

Learning Outcomes:

Foundation Year Course Learning Outcome 1 (UCCL01)

Develop an independent, reflective and self-managed approach to study.

Foundation Year Course Learning Outcome 2 (UCCL02)

Utilise skills appropriate for study in Higher Education.

Foundation Year Course Learning Outcome 3 (UCCL03)

Apply new approaches to learning, study and finding information.

Foundation Year Course Learning Outcome 4 (UCCL04)

Describe your existing transferable skills and new skills and how these may be developed.

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"

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."

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

CertHE Course Learning Outcome 4 (CHECLO4)

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

CertHE Course Learning Outcome 5 (CHECLO5)

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

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."

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"

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"

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"

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"

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."

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."

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."

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.

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."

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."

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."

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."

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."

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.

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."

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."

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:

Module	Title	Course Learning Outcomes
3ED002	Preparing for Undergraduate Study	UCCL01, UCCL02, UCCL03, UCCL04
3ED003	Valuing the Self & Others	UCCL01, UCCL02, UCCL03, UCCL04
3ED004	Interprofessional Working	UCCL01, UCCL02, UCCL03, UCCL04
3HW003	Perspectives on Health and Well-being	UCCL01, UCCL02, UCCL03, UCCL04
3HW004	Health & Health Behaviour	UCCL01, UCCL02, UCCL03, UCCL04
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:

From levels 3-6 you will experience a range of different teaching, learning and assessment activities; these include lectures, seminars, debates, small group learning sets, formative and summative assessment tasks, online activities, written essays, tutorials, independent research, video analysis, visits and case study analysis. You will be expected to take responsibility for your own learning throughout the course with the amount of independent work increasing over the four years.

Assessment

Assessment is an integral part of the continuous process of learning and development, with the purpose of enhancing your academic achievement and overall university experience. You will be supported throughout the course to:

- Understand the concept of the learning outcomes or reference level being aimed for
- Compare your actual (or current) level of performance with those standards
- Engage in appropriate action which leads to some closure of the gap

Assessment is designed to ensure that you fulfil the outcomes of the programme of study and achieve the

standard required for the academic award of Bachelor of Science degree (with Honours) in Health Studies

Assessing Student Performance

A wide range of formative and summative assessments are used within the programme. For example;

- Essays and written assignments
- Presentations
- Posters
- Case Study Reviews
- Service Improvement projects

Assessment Methods:

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:

General University support:

[University Libraries](#) are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

The Libraries also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can also access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

- The level 3 modules are designed to prepare you for, and facilitate your progress into study at Level 4.
- You will be allocated a Personal Tutor
- You will be allocated an Academic Coach, and Graduate Teaching Assistants (GTAs) will provide additional support if needed (at levels 3 and 4).
- Specific assessment support will be factored into each module.
- If you have disabilities and/or specific learning difficulties you can gain a wide range of support from Student Support and Well Being.
- Higher Education academic skills will be embedded throughout the curriculum.

You will be allocated a supervisor for your final year project.

Employability in the Curriculum:

The University acknowledges the diversity of our student population and the need to recognise that the individual aspirations and motivations of students are distinct and varied in relation to career and personal development.

There are a range of approaches through which employability is fostered, either explicitly or implicitly within

the BSc Health Studies with Foundation Year. These are not mutually exclusive and overlap to greater or lesser degrees. Approaches range from focused modules which explore working within health and care settings, through to the Wolverhampton Enterprise & Employability Award, supported personal development planning, pedagogy for employability (student-centred, active learning) and wider activities and opportunities available through the excellent Careers, Enterprise and the Workplace service.

By actively engaging in key contemporary issues both in the classroom and the field (where appropriate), we aim to foster an approach to learning which moves beyond the mere acquisition of knowledge ('surface learning') to comprehending the significance of the subject, making sense of the concepts presented and fitting them within a 'bigger picture' ('deep learning'). This 'deep learning' involves high-level cognitive skills: the ability to distinguish between competing ideas, critically analysing, evaluating and assessing them, in order to construct new understandings. It also requires you to take greater responsibility for your own learning, becoming self-directed, reflective and motivated. Whilst an awareness of contemporary professional contexts and techniques is desirable, these skills of initiative, personal responsibility and intellectual curiosity are the attributes which employers consistently rate highly in surveys of graduate skills.

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

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

For those who wish to continue in further study or research, the Institute of Health 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). For those considering a career in teaching, you may choose to undertake a Postgraduate Certificate in Education (PGCE).

