Programme Specification:
BSc Health Promotion (Top-up)
2008/09

Middlesex University

1. Programme title	BSc Health Promotion (Top-up)
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Programme accredited by	
5. Final qualification	BSc (Hons) Health Promotion (Top-up)
6. Academic Year	2008-2009
7. Language of study	English
8. Mode of study	Full-time and Part-time

9. Criteria for admission to the programme

A Diploma level qualification in a related area, or the equivalent. That is 240 credits, of which 120 are at level 2.

10. Aims of the programme

The programme aims:

- To produce graduates who will have coherent health promotion knowledge based on broad and diverse perspectives of the health promotion theoretical framework which informs health improvement.
- Through a student-centred learning approach, to enable students to critically analyse the wider determinants and complexities of the current public health agenda and to develop a collaborative and flexible approach to working practice.
- To enable students to develop skills to become autonomous lifelong learners who will seek to promote an evidence-based practice. The graduate, through critical thinking and reflective learning, will be able to develop a portfolio of employable skills from a variety of health promotion learning opportunities.

11. Programme outcomes

A. Knowledge and understanding	Teaching/learning methods
On completion of this programme the successful student will have knowledge and understanding of :	Students gain knowledge and understanding through …… *Attendance at lectures and seminars and*

1. Psychological theories and perspectives which underpin the individual's behaviour, community development and empowerment. 2. Sociological diversities (cultural, gender, class, ethnicity, social exclusion) and their impact on health gain. 3. Sociological theories (functionalist, humanistic, traditional, radical, post modernism) and their impact on health promotion practice and health care systems. 4. Health Economy determinants on equitable health (social marketing, global trading). 5. Political ideologies / philosophies and their influence on the public health agenda. 6. International, Regional, National and Local health strategies / social policies and their impact on health outcome. 7. Evaluation of health promotion frameworks and methodologies and their contribution to evidence based practice. 8. Management and organisation of health promotion praxis. 9. Educational theories (cognitive, affective and psychomotor) affecting behaviour change. 10. Ethical challenges of health promotion practice.	through a variety of directed and self-directed learning activities **Assessment Method** **Students' knowledge and understanding is assessed by …..** Summatively via coursework and formative assessment informally through seminars and tutorials.
B. Cognitive (thinking) skills On completion of this programme the successful student will be able to: 1. Critically analyse concepts and principles 2. Critically read research 3. Critically read strategic plans 4. Adopt a professional perspective 5. Understand multi-agency work 6. Project management, especially understanding assessment of need and evaluation of outcomes	**Teaching/learning methods** Students learn cognitive skills through…. Case studies, analysis of documents, problem solving, reflection, role modelling **Assessment Method** Students' cognitive skills are assessed by: Coursework and informally through seminars.
C. Practical skills On completion of the programme the successful student will be able to: 1. Plan and manage health promotion activities for public audiences	**Teaching/learning methods** Students learn practical skills through…. Observation of and participation in health promotion activities, role modelling, presentation of solutions and feedback.

2. Network 3. Negotiate within the multi-agency structures 4. Manage public relations: advertising / marketing health promotion activities 5. Demonstrate research skills 6. Personally develop through reflective practice 7. Develop employment skills: working knowledge of health improvement within Primary Care Trusts, Department of Health, Local Authorities and Strategic Health Authorities 8. Generate initiatives to improve health	**Assessment Method** Students' practical skills are assessed by: *Coursework and informally through seminars and health promotion events.*
D. Graduate Skills On completion of this programme the successful student will be able to: 1. Communication Communicate well with multi-disciplinary colleagues and in giving health information to the public 2. Teamwork Work as an effective team member in planning and presenting ideas 3. Personal career development Have a plan for further (lifelong) development and show preparation for work ie portfolio, CV, awareness of interview skills 4. Effective learning Critically review professional literature and policy development. Show independent learning skills ie project management, critical enquiry (research) understanding 5. Information technology (Not specifically taught at level 3) Students are expected to demonstrate word processing, Internet searching and literature collection skills 6. Numeracy (Not specifically taught at level 3) Students are expected to demonstrate critical analysis of epidemiological and demographic information	**Teaching/learning methods** Students acquire graduate skills through… *Group work, seminars and reflection.* **Assessment method** Students' graduate skills are assessed by: *Coursework.*

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

This programme enables students who have diploma level qualifications or equivalent, in a related subject to gain a Bachelor's degree with the equivalent of one year full time study.

The programme is ideally suited to diplomates in nursing and other health care professions, and to those students graduating with a Foundation Degree in health related subjects.

The top-up degree in Health Promotion consists of 120 credits at level 3.

There are four modules of 30 credits each. Two modules address the subject area from a politico-social point of view and from an educational standpoint. A third module, accessed by other students as well, teaches research methods. The dissertation module is specific to the programme and is a literature review in the subject of health promotion.

One year full-time, two years part-time.

12.2 Levels and modules	
COMPULSORY	PROGRESSION REQUIREMENTS
As this programme is a top-up degree of 120 credits at level 3 only, students must take all of the following: IPH3610 Health Promotion: targets and evidence IPH3620 Educating for Health: evidence and practice IPH3005 Health and Social Science Research Approaches IPH3330 Dissertation	Pass in all modules

12.3 Non-compensatable modules. Modules may additionally be designated non-compensatable.	
Module level	**Module code**
3	IPH3610
3	IPH3620
3	IPH3005
3	IPH3330

13. A curriculum map relating programme learning outcomes to modules

See Curriculum Map attached p 20.

14. Information about assessment regulations

The University's assessment regulations and those of the School of Health and Social Sciences apply to this programme. Some modules have several assessments and each assessment part must be passed to gain the total credits for a module. All assessments are coursework, with no examinations. Additional information can be found in the module narratives.

15. Placement opportunities

N/A

16. Future careers

People qualified in health promotion are employed by the National Health Service, locally based in Primary Care Trusts, in order to improve the health of local populations. This role of health promotion specialist or health advisor also exists in charity and voluntary organisations, as well as in special statutory areas such as drugs and alcohol centres and sexual health centres. Local government have a part to play in health improvement and therefore they employ people with this specialist role to work with and across local services such as housing, transport, sports and leisure. Alternatively, you may choose a career that combines a role in health promotion with specialist professional practice as a teacher, housing officer, nurse, sports professional or communication specialist for example.

Graduates from this programme (and some of those who have taken some health promotion modules) have been able to show through their portfolio that they have gained sufficient skills to obtain jobs in organisations with a health improvement role.

17. Particular support for learning

Teachers on the programme are particularly keen to provide individual support for students through early diagnostic testing, tutorials and supervision. Students are guided in the development of a professional portfolio. There are library collections of health promotion and related public health material available. The specialist librarian is closely involved with the programme and teaches library and Internet skills to students. Practice of health promotion is a feature of one module and both subject taught modules require written assessment which is very close to the types of documents produced by health promotion professionals at work. Teachers on the programme are qualified and practising health promotion professionals and the University is designated as a Health Promoting University nationally. Students are encouraged to volunteer their participation in health fairs run by teachers and other staff in the university, and to gain experience in health promotion practice through the university's community volunteer programme. Teachers on the programme also work in local partnership with Primary Care Trusts and Local Authorities.

18. JACS code (or other relevant coding system)

19. Relevant QAA subject benchmark group(s)

Health Studies

20. Reference points

- Dept of Health, Shaping the Future of Public Health: promoting health in the NHS
- Dept of Health, Choosing Health 2004 and further documents developing Government strategy
- Public Health Skills and Careers Framework 2008
- National Health Service, Knowledge and Skills Framework
- National Health Service, Essence of Care: benchmarks for promoting health

- World Health Organisation, Health 21
- QAA Benchmarks for Health Studies
- QAA Framework for Higher Education Qualifications
- QAA Code of Practice
- Middlesex University and School Learning and Teaching Policy and Strategy
- Middlesex University Learning and Quality Enhancement Handbook
- Middlesex University Student Charter
- Middlesex University Regulations
- Middlesex University policies

Curriculum map for BSc Health Promotion Top-up

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme outcomes – highest level to be achieved by all graduates																														
A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Year 1 (ie level 3)

Module Title	Module Code by level	Programme outcomes																													
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6
Health Promotion: targets and evidence	IPH 3610		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x
Educating for Health: evidence and practice	IPH 3620	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						x	x	x		
Health and Social Science Research Approaches	IPH 3005							x		x		x			x				x			x								x	x	x
Dissertation	IPH 3330						x	x	x		x	x			x		x	x	x	x	x	x	x	x	x			x	x	x	x