




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Public Health and Health Promotion				
Module Code	UZVRE4-20-3	Level	3	Version	5
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Health, Community and Policy Studies		
Department	Health and Social Sciences	Module Type	Project		
Contributes towards	BSc (Hons) Public Health: Specialist Community Public Health Nursing				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	UZVS9H-20-M	Module Entry requirements	None		
First CAP Approval Date	10 th October 2012	Valid from	September 2012		
Revision CAP Approval Date	26 th February 2016 (SCPHN Panel)	Revised with effect from	September 2016		

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Understand and critique the main theoretical frameworks informing public health and health promotion practice. • Discuss lay and professional contributions to public health and health promotion within the context of collaborative working. • Evaluate and critique the evidence base for public health and health promotion. • Examine the ethical and political dilemmas surrounding public health and health promotion practice. • Discuss strategies to evaluate the impact of public health policy. • Analyse the skills integral to public health and health promotion practice.

	<ul style="list-style-type: none"> • Demonstrate a critical understanding of the contributions of concepts and determinants of health to models and approaches to public health and health promotion. • Discuss the evidence base for public health and health promotion. <p>All LO's are assessed by Component A</p>																				
Syllabus Outline	<ul style="list-style-type: none"> • History of public health and health promotion • Sociological approaches to health and wellbeing • Health promotion models, frameworks and approaches • Health inequalities • Empowerment and the promotion of health • Community capacity building and asset mapping • Settings approaches to health promotion • Evidence based practice and evaluation 																				
Contact Hours	<ul style="list-style-type: none"> • 8 hours of lectures, plus 12 hours of seminars. <p>Blended learning activities in preparation for each seminar session, consisting of a reflective activity linked to an academic paper.</p>																				
Teaching and Learning Methods	<p>A blended learning approach is used including lectures, seminars, self-directed study, e-learning and case study discussions.</p>																				
Key Information Sets Information	<table border="1" data-bbox="475 1128 1385 1518"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">20</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">200</td> <td style="text-align: center;">20</td> <td style="text-align: center;">180</td> <td style="text-align: center;">0</td> <td style="text-align: center;">200</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: Written assignment or essay,</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	Key Information Set - Module data					<i>Number of credits for this module</i>				20	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	200	20	180	0	200
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Reading Strategy	<p>Students are directed to essential and recommended reading which is available electronically on the module pages on Blackboard. They are also expected to read more widely by identifying relevant materials using the reading list in the Module Handbook, the Library Catalogue and wider searches of journals and databases.</p> <p>Students are encouraged to share information on relevant sources with one another during seminar work and through a UWE online posting board.</p>																				
Indicative Reading List	<p>This is in addition to the essential and recommended reading provided electronically on Blackboard.</p> <p>Department of Health (2010) <i>Healthy lives, healthy people: our strategy for public health in England</i>. Department of Health: London.</p> <p>Department of Health / Department of Children, Schools and Families (2009) <i>Healthy child programme: pregnancy and the first years of life</i>. Department of Health: London.</p> <p>Department of Health / Department of Children, Schools and Families (2009) <i>Healthy child programme: from 5-19 years old</i>. Department of Health: London.</p> <p>Marmot M (2010) <i>Marmot review. Fair society, healthy lives: strategic review of health inequalities in England post 2010</i>. London: Marmot Review. [available from www.marmotreview.org]</p> <p>Naidoo J and Wills J (2009) (third edition) <i>Developing Practice for Public Health and Health Promotion</i>, Bailliere Tindall. [available as an e-book]</p> <p>Naidoo J and Wills J (2009) (third edition) <i>Foundations for Health Promotion</i>, Bailliere Tindall.</p>																				

Part 3: Assessment

Assessment Strategy	The module is assessed through a 3000 word project. This is appropriate to meet the learning outcomes of the module, as it enables students to both reflect on their professional experiences and critically appraise the public health and health promotion literature, relating to the theme of interventions to tackle a defined health inequality. Health inequalities are a key focus of the module and also a particular focus of practice for Specialist Community Public Health Nurses. The blended learning (lectures, seminars and pre-seminar activities) feeds into the development of the project.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	

1. 3000 word assignment	100%
Component B Description of each element	Element weighting (as % of component)

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 3000 word assignment	100%
Component B Description of each element	Element weighting (as % of component)
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	