



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Health Promotion (Distance Learning)				
Module Code	UZVRT8-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Health and Social Sciences		
Contributes towards	PGCert/PGDip/MSc Environmental Health MSc Environmental Health Studies				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- Requisites	None	
Excluded Combinations	Health Promotion UZVRF5-20-M Health Promotion UZVRT3-15-M		Module Entry requirements	None	
Valid From	January 2014		Valid to	September 2019	

CAP Approval Date	22 nd October 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to access, synthesise, critically analyse and apply knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. The theoretical, philosophical and political foundations of health promotion. 2. Health promotion approaches and practices: models and interventions. 3. Political and ethical dimensions of health promotion. 4. The value of health promotion in tackling inequalities. 5. Personal and social responsibility in relation to health behaviour. 6. The relationship between health promotion and public health. 7. The value and role of partnerships in health promotion. <p>Students will also acquire skills in using website development software to create an online health promotion resource.</p>
Syllabus Outline	<ul style="list-style-type: none"> • Philosophical, theoretical and political perspectives on health promotion; emphasis upon the socio-ecological model of health promotion and the WHO healthy settings approach. • Theoretical and practical perspectives on community organisation, empowerment, participation, collective action and community development. • Values, attitudes and beliefs; the cultural context of health behaviour and risk; personal and social responsibility; choice; empowerment and participation.

	<ul style="list-style-type: none"> • Behaviour change theories, models and approaches. • The WHO healthy settings approach. • Health promotion planning and evaluation. • Communication theories and practices; social marketing and media advocacy. 																				
Contact Hours	This distance learning module provides a blended learning approach utilizing asynchronous online activities (including lectures, reading, quizzes, videos) and synchronous tutorials (seminars/discussions). Progress through the module is managed through time-dependent release of online resources to ensure structured progression through the learning materials and the synchronous activities promote development of the student-tutor relationship and encourage a cohort identity in addition to supporting core learning. Approximately 30 hours of directed study (e.g. online lectures, seminars, etc) are delivered via Blackboard.																				
Teaching and Learning Methods	Teaching is delivered in the format of online lectures, as audio podcasts or video capture, using appropriate software (e.g. Adobe Presenter, PowerPoint, etc.), online seminars and other web-based activities. Online seminar activities engage student-centred active learning techniques using online, Blackboard-based discussion platforms (e.g. Collaborate or equivalent) and blogs. Essential, indicative and supplementary online learning materials and resources are also provided via Blackboard, with links to online library resources.																				
Key Information Sets	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Further detail on Key Information Sets and how the University is implementing its requirements can be found at: https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx. This also contains further guidance on how to complete the information requested below.</p> <p>A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.</p> <table border="1" data-bbox="459 1335 1369 1753"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td>15</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> <tr> <td>150</td> <td>30</td> <td>120</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>*This includes synchronous and asynchronous activities.</p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test</p> <p>Coursework: Written assignment or essay, report, dissertation, portfolio, project</p> <p>Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p>	Key Information Set - Module data					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours*	Independent study hours	Placement study hours	Allocated Hours	150	30	120	0	150
Key Information Set - Module data																					
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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:

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		100%	
Practical exam assessment percentage		0%	
		100%	

Reading Strategy

Core and Further Readings

All essential, indicative and supplementary reading are indicated and available via Blackboard, which include access to online databases, journals and e-textbooks. Students are recommended two or three core e-textbooks, which they can choose to purchase if they wish. They are required to access a range of indicated peer reviewed online academic journals to prepare for the assignment, all accessible via the online UWE Library.

All recommended reading is available online via Blackboard and the UWE Library, which supports individual lectures, seminars and topics. Students are expected to research other reading materials relevant to their assignment and to read widely using the variety of online resources at their disposal. The purpose of further reading is to ensure students become familiar with current research and practice relevant to the syllabus.

Access and Skills

Development of literature searching skills is supported by the online UWE Library service which includes 24 hour online support, tutorial support and downloadable materials; these include interactive tutorials on finding books and journals, evaluating information and referencing. Further details are available at <http://www1.uwe.ac.uk/library/>.

Indicative Reading List

Indicative Reading List

The following indicative reading list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. Its currency may wane during the life span of the module specification. However, as indicated above, *current* advice on readings are available via the module's Blackboard homepage.

Textbooks

Bunton, R. and MacDonald, G. eds (2002) *Health Promotion: Disciplines, Diversity and Developments*. 2nd ed. London: Routledge.

Bunton, R., Nettleton, S. and Burrows, R. eds (1995) *The Sociology of Health Promotion*. London: Routledge.

Cribb, A. and Duncan, P. (2002) *Health Promotion and Professional Ethics*. London: Blackwell.

Cropper, S. (2007) *Community health and well-being: action research on health inequalities*. Cambridge: Policy Press.

Department of Health (2010) *Healthy lives, healthy people: our strategy for public health in England*. London: Department of Health.

Douglas, J. (2010) *A Reader in Promoting Public Health: Challenge and Controversy*. London: Sage.

- Earle, S., Lloyd, C.E., Sidell, M. and Spurr, S. (2007) *Theory and Research in Promoting Public Health*. London: Sage .[Accessed 7 March 2013]
- Ewles, L. and Simnett, I. (2010) *Promoting Health: A Practical Guide*. 6th ed. Oxford: Bailliere Tindall.
- Green, J. and Tones, K. (2010) *Health Promotion: Planning and Strategies*. 2nd ed. London: Sage Publications.
- Katz, J., Peberdy, A. and Douglas, J. (2001) *Promoting Health: Knowledge and Practice*. 2nd ed. London: Palgrave.
- Labonte, R. (2008) *Health Promotion in Action: From Local to Global Empowerment*. Basingstoke: Palgrave Macmillan.
- Laverack, G. (2009) *Public Health: Power, Empowerment and Professional Practice*. 2nd ed. Basingstoke: Palgrave Macmillan.
- Murray, R. (2009) *Health Promotion Strategies through the Life Span*. Harlow: Pearson-Prentice Hall.
- Naidoo, J. and Wills J (2009) *Developing Practice for Public Health and Health Promotion*. 3rd ed. Oxford: Bailliere Tindall.
- Naidoo, J. and Wills, J. (2009) *Foundations for Health Promotion*. 3rd ed. Oxford: Bailliere Tindall.
- Poland, B.D., Green, L.W. and Rootman, I. (2000) *Settings for Health Promotion: Linking Theory and Practice*. London: Sage.
- Scriven, A. and Garman, S. eds. (2005) *Promoting health: Global perspectives*. Basingstoke: Palgrave Macmillan.
- Seedhouse, D. (2004) *Health Promotion: Philosophy, Prejudice and Practice*. 2nd ed. Oxford: Wiley.
- Tones, K. and Tilford, S. (2001) *Health Promotion: Effectiveness, Efficiency and Equity*. 3rd ed. Cheltenham: Nelson Thornes.

Journals

Critical Public Health
 Health and Place
 Health Education Research
 Health Promotion International
 Health, Risk and Society
 Journal of Public Health
 Public Health

All these can be accessed via the e-journal: A-Z repository on the Library website' <http://dd6lh4cz5h.search.serialssolutions.com/>

Websites

Relevant recommended websites are listed in the online module handbook and on Blackboard.

Part 3: Assessment

Assessment Strategy

The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills, whilst ensuring that the module's Learning Outcomes are attained. The assessment for this

module is the development of a web-based health promotion resource together with a reflective video discussing the resource developed. This two part assessment is an innovative and suitable form of assessment as it enables students to bring their health promotion and wider public health knowledge, critical faculties and planning, communication and implementation abilities to bear upon real health promotion challenges. It assesses all the specific module learning outcomes in addition to the CIEH Knowledge and Skills domains.

Full details can be found in the Module Handbook and on the module's Blackboard site.

Assessment details:

For this module, students must undertake one assignment with a controlled conditions element. The assignment assesses all of the module's Learning Outcomes. All assignment details are published on the module's Blackboard site on commencement of the module.

The assignment comprises the development of a web-based health promotion resource using website development software (e.g. WordPress or equivalent) and is submitted to the module leader for marking as a URL (web address). The submission deadline is published on the module's Blackboard site at the beginning of the module. The purpose of the assessment is to introduce students to an online communication platform that has wide application within health promotion professional practice. The students are required to develop and present a fully operational website, which describes and critically analyses a health promotion intervention that has agency within health promotion. The intervention must be evidence based and developed from researching the health promotion theory, practice and policy literature. Marks are allocated against all postgraduate marking descriptors. For the controlled conditions element, the student must create a reflective video where they speak for 5 minutes about the resource they have created, explaining their choice of topic and reflecting upon the process of developing the resource.

Formative Assessment.

Opportunities exist for formative assessment in the module, through Blackboard collaborate sessions and individual feedback.

Identify final assessment component and element	Component A, Element 2	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions)	Element weighting	
Description of each element		
1. Development of Health Promotion Resource (website)	70%	
2. Reflective video	30%	
Resit (further taught input is not required)		
Component A (controlled conditions)	Element weighting	
Description of each element		
1. Development of Health Promotion Resource (website)	70%	
2. Reflective video	30%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		

