MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Health Promotion					
Module Code	UZVRT3-15-M		Level	M	Version	2
Owning Faculty	Health and Applied Sciences		Field	Health and Social Sciences		
Contributes towards	MSc Public Health MSc Environmental Health MRes Social Research (Health and Wellbeing)					
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		Module Entry requirements	None		
Valid From	September 2014 September 2017 (v2)		Valid to			
CAP Approval Date	31 May 2017 (v2)					

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to access, synthesise, critically analyse and apply knowledge and understanding of: 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. 8. Students will also acquire skills in using website development software to create an online health promotion resource.
Syllabus Outline	• 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. - 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	There are 30 hours of contact time delivered through lectures, seminars and on-line activities. These comprise 8 taught 3.5 hour sessions (half days) scheduled in semester 1 and supplemented with additional online support. Up to one hour is available for one-to-one tutorial support.
Teaching and Learning Methods	Classroom based teaching comprises a mix of lectures, workshops and seminars, which include student-centred active learning techniques. Technology Enhanced Learning supplements taught sessions in the form of essential and supplementary online learning materials (via Blackboard). TEL workshops are programmed to prepare students for a web-based assessment. Module support is provided via Blackboard and via a programme Blog site.. Podcasts and videos are uploaded to Blackboard to support taught input.
Reading Strategy	**Core and Further Readings** Essential reading is indicated clearly in the annually updated module handbook and via Blackboard. Students are recommended two or three core textbooks that are available electronically via the UWE Library and to purchase if they choose. They are also required to access a particular range of peer reviewed academic journals to prepare for the assessment, which are accessible via Blackboard and the UWE Library. The module handbook will indicates the range of essential reading required for the module. Additional recommended reading is made available online via Blackboard and the UWE Library to support individual taught sessions and topic areas. Students are expected to identify other reading relevant to their chosen topic themselves, and will be required to read widely using the variety of online UWE library resources and bibliographic databases. The purpose of further reading is to ensure students take the opportunity to learn the required skills to access and research their topic, and become familiar with current research, classic works and material specific to their interests from the academic literature. **Access and Skills** Development of literature searching skills is supported by a Library seminar provided within the first semester of the programme. Students are presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library and accessed via the Library Services web pages 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 handbook.

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.

Earle. S., Lloyd, C.E., Sidell, M.and Spurr, S. (2007) *Theory and Research in Promoting Public Health.* London: Sage.

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.

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

Part 3: Assessment	
Assessment Strategy	Students must undertake one controlled conditions assessment component, which comprises the development of a web-based health promotion resource that is presented under controlled conditions.

Component A - Exam (100%):
Students are required to create a web-based health promotion resource and to present their resource under controlled conditions to a group of their peers. The resource is developed using website development software and submitted for marking as a URL (web address). 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 researched, evidence based health promotion intervention that has agency within health promotion. The students are required to present the intervention during a scheduled session within small groups. Marks are allocated against the content of the output (70% weighting) and against the oral presentation (30% weighting). (Assesses all Learning Outcomes).

Assessment details are published in the module handbook at the start of the module. |

Identify final assessment component and element	Component B: Presentation		
% weighting between components A and B (Standard modules only)		**A:** **100%**	**B**:

First Sit	
Component A (controlled conditions)	**Element weighting**
Health Promotion Resource (creation of a health promotion website)	**70%**
Presentation Skills (presentation of Health Promotion Resource)	**30%**
Component B	**Element weighting**
n/a	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	**Element weighting**
Health Promotion Resource (creation of a health promotion website)	**70%**
Presentation Skills (presentation of Health Promotion Resource)	**30%**
Component B	**Element weighting**
n/a	
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.	