

UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION

1. Awarding Institution/Body: University of Greenwich	2. Teaching Institution: University of Greenwich	3. Accredited by:	4. Final Award: BSc (Hons)	5. Programme Title Public Health	6. UCAS Code: B902 BSc/PH	7. QAA Benchmarking Gp(s): Health Studies
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8. Educational Aims of the Programme

The overall aim of this Programme is to provide a general grounding in public health in the context of the strengthening national public health agenda. In particular the programme aims to:

- i. Explore the foundations, context and scope of the new Public Health;
- ii. Cover a range of options enabling students to specialize and follow particular interests in accordance with the learning outcomes;
- iii. Utilise the increasing body of evidence based public health-related research;
- iv. Provide a basis which will encourage post graduate and lifelong learning, including professional development.

<p>9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]</p>	<p>10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</p>
<p>A. Knowledge and Understanding of:</p> <p>A1. the scientific and social disciplines which underpin the study and practice of public health ;</p> <p>A2. the fundamental links between ill health and a range of socio-economic influences in the community and society;</p> <p>A3. the importance of inter-professional learning and practice and the need for community development, partnerships and alliances between all sectors in pursuit of improved health.</p>	<p>A . Teaching and learning:</p> <p>A1. Didactic input at each level and the development of knowledge through group work and discussions.</p> <p>A2. Shared learning and student led activities.</p> <p>A3. Lectures and seminars relating to key concepts.</p> <p>A4. Self-led research and the reflection of this in seminar groups.</p> <p>A5. Service provider teaching.</p> <p>A. Assessment Methods:</p> <p>A1. A combination of formative and summative assessment tasks are employed including oral presentations and examinations.</p> <p>A2. Essay exploring different perspectives on health and on the positive contributions and the identification of the limitations of a public health organisation to improve health.</p> <p>A3. Reports exploring the key determinants and environmental issues surrounding health.</p>

B. Intellectual skills

- B1. An appreciation of, and the ability to, reflect upon the skills of problem solving in a professional context using reasoning from the variety of disciplines which contribute to public health.
- B2. The ability to think independently, analyse information and make rational and reasoned judgments.
- B3. Understanding and the application of the fundamental links between ill health and a range of socio-economic influences in the community and society.

B. Teaching and learning

- B1. Reflection on problems and issues in relation to public health in group discussions. Guided reading.
- B2. Use of critical appraisal skills. Presentations of critiques of research.
- B3. Teacher and student led discussions on the key factors that impinge upon public health.
- B4. Value clarifications and professional development through seminar, group work and work experiences.
- B5. Service provider involvement.

B. Assessment Methods:

- B1. Ongoing assessment through academic assignments.
- B2. Essays and group presentations.
- B3. A 7000 word project demonstrating the synthesis of knowledge and detailed understanding of the theoretical perspectives underpinning the subject area.

<p>C. Subject Practical Skills:</p> <p>C1. The use and application of statistical, epidemiological and other qualitative data, methods and theory to public health-related professional activities and tasks using information technology, including software packages such as databases, statistical, word-processing, and information retrieval packages.</p> <p>C2. Competence in evaluating, performing and synthesising theory and practice in a range of public health related activities.</p> <p>C4. Understanding of the intricacies of multi agency working and management in relation to collaboration, sustainability of public health actions in responding to a variety of health determinants to maximise health gain from relevant policies and strategies</p> <p>C5. A good understanding of poverty, inequality in health and social exclusion so as to appreciate current social policies</p>	<p>C. Teaching and learning</p> <p>C1. Lecturer and service provider teaching input through lectures and workshops.</p> <p>C2. Reflection in cohort meetings and in seminars on the complexities of collaborative working.</p> <p>C3. Group discussion.</p> <p>C4. Work books to practice knowledge of statistics, understanding of data and numeracy.</p> <p>C5. Self-directed learning using web-based and traditional resources.</p> <p>C. Assessment Methods:</p> <p>C1. Essay and a group presentation on the reduction of poverty, social exclusion and inequalities in health.</p> <p>C2. Unseen examination to demonstrate understanding, application, and use of data.</p> <p>C3. Essays on health promotion and health needs assessment activities.</p> <p>C4. Essay critically evaluating a research paper.</p>
<p>D. Transferable/ Key Skills:</p> <p>D1. Information technology</p> <p>D2. Numerical skills.</p> <p>D3. Communication Skills.</p> <p>D4. Skills in personal and professional development.</p> <p>D5. Skills in working with others</p>	<p>D. Teaching and Learning</p> <p>These skills are developed throughout all modules but specifically in ‘Springboard for Learning’ (Level 1) and the Project (Level 3). Teaching and learning strategies employed include lectures, workshops, tutorials, computer-mediated learning and self-directed work.</p> <p>D. Assessment Methods</p> <p>Skills portfolio; seminars; presentations; opportunities to rehearse and further develop skills through assessment requirements (e.g. report-writing; essays; reflective papers).</p>

11 Programme Structure, Levels, Modules and Credits Full-time – all courses are compulsory		12 Awards, Credits and Progression of Learning Outcomes (shown in Field 9)	
3	<p>TERM 1 COURSES CORE</p> <p>Project (Public Health) <i>OMED 0052 30 credits Level 3</i></p> <p>Key Concepts In Management in Health and Social Care <i>BUSI 1113 15 credits Level 3</i></p> <p>Choice of two option courses from:</p> <p>Health Policy and Organisation <i>OMED 0006 15 credits Level 3 or</i></p> <p>Health & Social Care Ethics <i>OMED 0013 15 credits Level 3 or</i></p> <p>Child & Adolescent Mental Health <i>OMED 1053 15 credits Level 3 or</i></p> <p>Current issues in HIV and AIDS <i>OMED 1145 30 credits Level 3 or</i></p> <p>Stress & Burn Out: Managing Change <i>PSYC 1032 credits 15 level 3 or</i></p> <p>Contemporary Parenting <i>NURS 0482 credits 15 level 3or</i></p> <p>Recognizing Children at Risk <i>SOCW 1007 15 credits level 3 or</i></p> <p>Mentor Development <i>OMED109115 credits level 3 or</i></p>	<p>TERM 2 COURSES CORE</p> <p>Tools for Management in Health and Social Care <i>BUSI 1013 15 credits Level 3</i></p> <p>The Global Context for Public Health <i>OMED 1029 15 credits Level 3</i></p> <p>Choice of one option course from:</p> <p>Preparation for Public Sector Employment <i>OMED 1204 15 credits Level 3 or</i></p> <p>Health Promotion <i>NURSm0081 15 credits Level 3 or</i></p> <p>Resource Management <i>BUSI 0060 15 credits Level 3 or</i></p> <p>Domestic Violence <i>SOCW 1008 15 credits Level 3 or</i></p> <p>Promoting Sexual Health <i>OMED 1146 15 credits Level 3 or</i></p> <p>Partnership and Collaboration in the Promotion of child Development <i>SOCW 1006 15 credits level 3 or</i></p> <p>Child Protection Law <i>LAW 1006 15 credits level 3 or</i></p>	<p>BSc (Hons) Public Health 360 credits, including a minimum of 120 credits at Level 2 and 120 credits at Level 3.</p> <p><i>Graduates will demonstrate an understanding of the institutional, organizational and policy context of public health. They will have acquired the ability to work in partnership and engage in health promotion activities. They will be independent learners, able to access and use learning resources competently and will have developed a sound foundation for lifelong and postgraduate study, including professional development.</i></p>

	<p>Current & International Issues in Intellectual Disability <i>SOCI 1003 30 credits level 3or</i></p> <p>Theoretical and Social Perspectives of Children a and Young people <i>SOCI 1035 30 credits Level 3</i></p>	<p>Mentor development <i>OMED 1091 15 credits level 3 or</i></p> <p>Sociology of Health & Illness <i>SOCI 0021 15 credits Level 3 or</i></p> <p><i>SOPA 0010 Health Economics and Policy Level 2</i></p>	
2	<p>TERM 1 COURSES CORE</p> <p>Analysis of Health Needs <i>OMED 1025 15 credits Level 2</i></p> <p>Health Promotion <i>NURS 0046 15 credits Level 2</i></p> <p>Research Methods <i>NURS 0261 15 credits Level 2</i></p> <p>Choice of one option course from:</p> <p>Academic Preparation <i>OMED 0103 15 credits level 2or</i></p> <p>Environmental Health <i>OMED 1113 15 credits Level 2 or</i></p> <p>Foundation for Family & Reproductive Sexual Health <i>NURS 0228 15 credits Level 2 or</i></p> <p>Research: Investigating Children and Their Childhood <i>SOCW1071 30 credits level 2 or</i></p>	<p>TERM 2 COURSES CORE</p> <p>Poverty, Inequality & Social Inclusion <i>OME 1026 15 credits Level 2</i></p> <p>Health Economics and Policy <i>SOPA 0010 15 credits Level 2</i></p> <p>Understanding and Using Quantitative Health Data 2 <i>STAT 1007 15 credits Level 2</i></p> <p>Choice of one option course from:</p> <p>Health Care Ethics <i>NURS 0126 15 Credits Level 2 or</i></p> <p>Healthy Nutrition <i>NUTR 1008 15 credits level 2 or</i></p>	<p>Dip. HE: 240 credits</p>

Arrows indicate entry, exit and progression points

	<p>Healthy Nutrition <i>NUTR 1008 15 credits level 2 (distance learning) or</i></p> <p>Contemporary Issues in Intellectual Disabilities <i>OMED 1084 30 credits or</i></p> <p>The Psychological Aspects Health <i>PSYC 1013 30 credits or</i></p> <p>Life and Health Bio Psycho Social Perspectives <i>OMED 1065 30 credits Level 2</i></p>		
1	<p>TERM 1 COURSES CORE</p> <p>Introduction to Concepts of Health <i>OMED 0043 15 credits Level 1</i></p> <p>Public Health 1 <i>OMED 0242 15 credits Level 1</i></p> <p>Encounters with Public Health <i>OMED 1118 15 credits Level 1</i></p> <p>Springboard for Learning <i>OMED 1111 15 credits Level 1</i></p>	<p>TERM 2 COURSES CORE</p> <p>Introduction to Health Promotion <i>OMED 1069 15 credits Level 1</i></p> <p>Understanding Quantitative Health Data 1 <i>STAT 1006 15 credits Level 1</i></p> <p>Environment and Health <i>OMED 0241 15 credits Level 1</i></p> <p>Introduction to Health and Social Policy <i>OMED 1023 15 credits Level 1</i></p>	<p>Cert. HE <i>120 credits</i></p>