UNIVERSITY OF WOLVERHAMPTON

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Health and Wellbeing		
Course Code(s):	HL022T01UV HL022T31UV	Full-time Part-time	4 Years 8 Years
UCAS Code:	B906		
Course Title:	BSc (Hons) Public Health with Foundation Year		
Hierarchy of Awards:	Bachelor of Science with Honours Public Health Bachelor of Science Public Health Diploma of Higher Education Public Health Certificate of Higher Education Public Health Foundation and Preparatory Studies Public Health		
Language of Study:	English		
Date of DAG approval:	01/Sep/2017		
Last Review:	2020/1		
Course Specification valid from:	2012/3		
Course Specification valid to:	2026/7		

Academic Staff

Course Leader:	Lucky Audu
Head of Department:	Peter Collins

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

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Applicants must hold:

- GCSE English at grade 4+ (previously grade C) or equivalent (Key Skills Level 2 English or Functional Skills Level 2 English).
- Please note we do NOT accept GCSE Short Courses.
- You must provide a satisfactory personal statement detailing your motivation for studying this course. See our Personal Statement Guidance for further information.

If you've got other qualifications or relevant experience, please contact The Gateway for further advice before applying.

Applicants must be 18 years old or above at the start of the course.

International Applicants

Your qualifications need to be deemed equivalent to the above entry requirements.

- English Language requirements are normally IELTS 6.5 with a minimum of 5.5 in each area (unless otherwise stated) or equivalent accepted qualification https://www.wlv.ac.uk/international/international-academy/courses-at-the-international-academy/language-entry-requirements/
- Please use the following link https://www.wlv.ac.uk/international/international-academy/courses-at-the-international-academy/ to see the range of English Language Pre-Sessional courses offered by the University of Wolverhampton International Academy.
- For further information relating to overseas qualification please use the following link https://www.wlv.ac.uk/international/our-locations/your-country/

Additional Course Costs

Optional Costs

- Various certified courses are available via My Course + More, ranging from £0-£200
- Business and overseas Field trips – e.g. India field trip, offered annually (September) with a total fee of around £1300 which includes course fee, flights, visa, accommodation, meals and internal travel costs. (Overseas field trips may not be available to international students due to their Visa restrictions)

Further information on these additional costs will be provided prior to the start of your studies.

Distinctive Features of the Course:

Programmes with a foundation year are designed for talented applicants who are not eligible for direct entry to an undergraduate course. A foundation year enables you to gain the subject-specific knowledge and skills required to embark onto degree-level studies and from your first day, you'll be recognised as a full member of the student community with access to library, IT and sport facilities.

- Our Foundation Year programme has been designed to prepare you for studying at undergraduate level. The course will support you to develop the required skills and knowledge to transition effectively into Level 4 study.
- A contemporary public health focus.
- Opportunities for inter-disciplinary learning which are vital for employment within the increasingly integrated health and social care arena.
- A friendly, helpful and student focused team of academic and administrative staff.
- Module teaching teams who are subject specialists with extensive experience working within the health care arena, all of whom have additional professional and academic qualifications which they bring to the learning experience to ensure its contemporary nature for the student.
- Visiting and honorary lecturers from health care related fields who bring contemporary and real-world examples of practice into the classroom.

Public health has always been popular but awareness of the work of public health professionals and the range of roles available in this field, has increased since the Covid-19 pandemic. In light of the impact of the pandemic on public health practice both now and in the future, we have reviewed and strengthened our public health programme so you can be prepared to address these challenges.

This BSc Public Health course with Foundation Year draws on UK government policy directives in public health - *Fit for the Future: Public Health People (2016), NHS Long Term Plan (2019) and The Future of Health and Care: Working together to improve health and social care for all (2021)* – as well as the changes to public health service provision by the replacement of Public Health England with the National Institute of Health Protection. These policies refer to the need for a wider perspective to dealing with public health issues that addresses the wider determinants of health, a strong emphasis on a pro-active and preventative approach to health care in order to ease the current and increasing demands on the NHS, and the roles of a range of professionals.

We appreciate that success against key public health issues and diseases has no geographical boundaries, and our students may come from a variety of countries, so we also draw on wider international public health policy and priorities. As such, this three-year course adopts a strong focus on addressing health inequalities, empowering individuals, and communities, and building the skills needed for a pro-active public health workforce. So, by focusing on soci-ecological models of health rather than just medical and epidemiological ones, our public health programme is able to offer a new, modern and global understanding of public health that reflects the changes and developments witnessed in current and future health services both in the UK and overseas.

Following the Foundation Year, you will join the BSc Public Health programme which is mapped against the UK Public Health Register (UKPHR) criteria for practitioner standards. The UKPHR provides public protection by ensuring that only competent public health professionals are registered and that high standards of practice are maintained. The UKPHR is one of 3 bodies that registers public health practitioners to work at consultant or director level (the other two being the Faculty of Public Health (FPH) and the General Medical Council). Of these, the UKPHR is the only body that provides practitioner level registration which is suitable for undergraduates after relevant practice experience. This mapping has been approved by the UKPHR education and training committee and is available to view on their website at www.ukphr.org; as such this course can be accepted as Approved Prior Learning (APL) if you go on to seek registration.

The UKPHR criteria for practitioner standards have also been mapped against the Public Health Skills and Knowledge Framework and refers to some of the core competencies outlined by the FPH. The course follows this framework throughout, at the level needed to equip you for public health practice.

The University of Wolverhampton's BSc Public Health programme is also one of only two universities to be formally partnered with The Royal Society for Public Health (RSPH) and you will be offered reduced cost student membership of RSPH as part of our "My Course and More" events.

With over 20 years of delivering public health programmes at undergraduate and postgraduate levels, we have a range of established partnerships with public health practitioners and organisations, both in the UK and overseas. Our team of academics actively maintain links with local stakeholders that comprise a range of NHS, private, independent, and voluntary organisations, and are able to improve practice through research, and help inform curriculum developments to ensure that this course meets the needs of potential employers. We also actively maintain links with our alumni, many of whom have gone to develop successful careers in public health and will become part of your extensive network.

Our assessment strategy aims to mirror disciplinary practices and real-world contexts, preparing you for the challenges of independent and teamwork, and developing skills that will help you to succeed in the workplace. Following discussions with employers and our alumni, we are aware that the ability to write reports where issues are researched and succinctly recorded with workable actions, working with a team on a group task, and presentation skills, are highly valued by employers and as such our assessment strategy has taken this into account. Whilst we still include some essays and exams to ensure you can demonstrate your knowledge in key public health areas, we have included presentations, group work and report writing as methods of assessment to prepare you for the workplace. You will therefore experience creative, engaging, and meaningful assessment tasks which contribute to your ongoing development as a critical thinker and as a life-long learner. Assessments will build on each other and grow in complexity, enabling you to see the connections across modules and years.

Students from diverse backgrounds are supported through an inclusive curriculum where every module, session, teaching material or activity is assessed for its suitability. Your prior experience and background will also be respected, and you will be encouraged to contribute your unique perspectives, primarily through open discussion in seminars as well as interactive exercises that encourage you to share your diverse experiences.

The academic teaching team also provide a range of extra-curricular activities to support you in your studies and wider interest in public health issues. These include a regular public health open-seminar series where professionals in health and research share details of their work and engage in lively debate. For an additional fee we also offer field trips and other events, details of which will be shared with you throughout your studies. The field trips and the engagement with those in practice, as well as the support from other departments that can help you with entrepreneurial and business developments, are a part of our work-based learning (WBL) approaches which are embedded in the curriculum. WBL is an educational strategy that provides you with real-life work experiences where you can apply academic and technical skills and develop your employability.

The BSc (Hons) Public Health programme with Foundation Year is one of many courses run by the Faculty of Education, Health and Wellbeing, which has an established reputation for excellence in terms of the quality of its courses, particularly through the provision of innovative approaches to teaching and learning, and for the student centred-friendliness of its academic and administrative staff. You will have the benefit of being taught by very experienced staff with first-hand knowledge of working in the public health field in a variety of professional roles, and so can help you integrate and apply the knowledge you will gain

Educational Aims of the Course:

Public health has always had a major role in preventing health problems and protecting the health of the nation. Increasing government attention is focused on improving population health, as demonstrated in current policy. Much emphasis is placed on tackling the underlying causes of ill-health, promoting health and well-being. Many agencies now having public health responsibilities; this is opening up new opportunities for innovative approaches. It also brings the need for a well-prepared public health workforce, able to work flexibly across many disciplines and demonstrate a wide range of abilities. This course is specifically designed to fulfil this need and the educational aim of the course is to develop the specific knowledge and skills needed for effective public heath practice.

The course follows the core competency areas defined by the Public Health Skills and Knowledge framework:

- surveillance and assessment of health,
- assessing the evidence for health,
- policy and strategy,
- leadership and collaborative working,
- health improvement and protection,
- public health intelligence,
- academic public health, and
- health and social care quality

These relate to the three domains of public health practice:

- health protection,
- health improvement and
- service quality.

This, along with close associations with the RSPH and ASPHER, and our mapping of the course to the UKPHR practitioner competencies and the PHSKF, gives the University of Wolverhampton BSc Public Health course a sound foundation for employability.

This course will enable you to gain an understanding of the inter-disciplinary and multi-disciplinary approaches to Public Health. As a Public Health student you will develop the skills necessary for the assimilation and understanding of the complex and diverse nature of the subject, as well as more general skills which will be widely transferable, enabling you to effectively prepare for and to establish a career in a wide range of health and public health related areas. A range of the modules will be studied, some alongside other health and wellbeing students, which will broaden your understanding of public health, and provide you with opportunities for inter-disciplinary learning.

Public health deals with the well-being of populations, entire communities or groups of people rather than health issues at an individual clinical level. It is a common mistake made by people who are embedded in biomedical notions of health, either because of their previous studies or because they do not understand the remit of public health, that the study of public health, or practitioners in this field, need an understanding of anatomy and physiology and/or an understanding of the science behind the onset of disease. As public health is not about disease in the individual, but about how social and environmental factors lead to diseases and affect populations, and how a reduction in inequalities in health, as well as how health-related data can be used to identify a specific population that health services may then prioritise to improve health overall, prior knowledge of these areas is not required. However, where necessary you may briefly explore health issues at the individual level within some of the modules but you do not need any prior knowledge of biology or other sciences, other than what you will have learnt at school or college level, to effectively participate and succeed in this programme.

In your foundation year you will gain key study skills and subject knowledge to adequately prepare you for the other levels of study (Levels4-6). At level 4 you will explore the foundations and disciplines that public health practice draws upon – e.g. sociology, psychology, and communication. Level 5 study will build on this knowledge and develops your theory and understanding of practice in public health. At level 6, your final year of study, you will engage with research at a deeper level and gain a deeper understanding of the issues you have explored at other levels. At this level you will also further explore leadership and global health issues that will prepare you for your future careen in public health or further study.

Each year of the course provides you with a platform for you to become a graduate professional who is digitally literate, knowledgeable, enterprising and aware of your role within public health arena as a global citizen. Other key themes that feature in modules across the programme include teaching that is informed by research, study and research skills and employability, as well as equality, diversity, and inclusivity.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00
2023/4	H	Full Time / Sandwich	£9250.00
2023/4	Overseas	Full Time / Sandwich	£14450.00
2024/5	H	Full Time / Sandwich	£9250.00
2024/5	Overseas	Full Time / Sandwich	£14950.00
2024/5	H	31	£4625.00
2024/5	EU	31	£4625.00
2025/6	H	Full Time / Sandwich	£9535.00
2025/6	Overseas	Full Time / Sandwich	£15995.00
2025/6	H	31	£4768.00
2025/6	EU	31	£4768.00
2026/7	H	Full Time / Sandwich	£
2026/7	Overseas	Full Time / Sandwich	£
2026/7	H	31	£
2026/7	EU	31	£

PSRB:

None

Course Structure:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
3ED003	Valuing the Self & Others	20	SEM1	Core
3HW003	Perspectives on Health and Well-being	20	SEM1	Core
3ED002	Preparing for Undergraduate Study	40	YEAR	Core
3HW004	Health & Health Behaviour	20	SEM2	Core
3ED004	Interprofessional Working	20	SEM2	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4HW099	Principles, philosophy, and practice of Public Health	20	SEM1	Core
4HW100	Communicating Public Health	20	SEM1	Core
4HW098	The Sociology of Health and Illness	20	SEM1	Core
4HW089	Career Competencies	20	SEM2	Core
4HW097	Surveillance and assessment of population health	20	SEM2	Core
4HW101	Health Psychology	20	SEM2	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
5HW093	Research Methods for Health	20	SEM1	Core
5HW077	The Politics of Health	20	SEM1	Core
5HW084	Community Health Development	20	SEM1	Core
5HW083	Infodemiology and Digital Health	20	SEM2	Core
5HW087	Health Promotion: Policy & Practice	20	SEM2	Core
5HW081	Power and Inequalities	20	SEM2	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6HW162	Environmental Management and Sustainable Health	20	SEM1	Core
6HL011	Health Protection and Improvement	20	SEM1	Core
6HW160	Epidemiology	20	SEM1	Core
6HL012	Global Health: Issues and Actions	20	SEM2	Core
6HW155	Leadership and Collaborative Working	20	SEM2	Core
6HL014	Research for Health Project	20	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

AFRSC/19/5.1.15 FEHW Undergraduate degrees with Foundation Years.

Section 1.3.1 - Exemption to exceed normal module credits within the standard University Framework allowing for the use of 40 credit modules at Level 3 including Year Long delivery.

Effective date: September 2020.

APPROVED.

Reference Points:

The course has been carefully designed to meet your needs, and the needs of current and potential employers. The following reference points have informed the award:

Subject specific

UK Public Health Register (UKPHR) and Public Health Skills and Knowledge Framework (PHSKF)

The UKPHR provides public protection by ensuring that only competent public health professionals are

registered and that high standards of practice are maintained. The UKPHR is one of 3 bodies that registers public health practitioners to work at consultant or director level (the other two being the Faculty of Public Health and the General Medical Council). Of these, the UKPHR is the only body that provides practitioner level registration which is suitable for undergraduates after relevant practice experience.

This award and modules are mapped against the UKPHR criteria for practitioner standards, and as such the UKPHR have agreed that this award could be accepted as Approved Prior Learning by practitioners seeking registration. The course follows this framework throughout, at the level needed to equip you for public health practice. This has mapping has been approved by the UKPHR education and training committee in 2021 and is available on their website: www.ukphr.org.

The UKPHR criteria for practitioner standards are also mapped against the PHSKF https://www.gov.uk/government/publications/public-health-skills-and-knowledge-framework-phskf .

Faculty of Public Health (FPH)

The FPH is the standard setting body for specialists in public health in the UK, it sits at the forefront of the development and transformation of the Public Health profession. The course covers many of the key areas of the FPH curriculum and the principles outlined in the FPH's Good Public Health Practice framework. For more information see: http://www.fph.org.uk

Royal Society for Public Health (RSPH) - Professional Practice Framework

The RSPH Professional Practice Framework enables managers and aspiring managers to articulate what they do, how they work, and how they make an impact on themselves, the people with whom they work, the services that they are responsible for, and the organisations in which they work, lead, and manage. The award's learning objectives address aspects of the framework and ensure that you will be prepared to meet the requirements of conduct, competence and behaviour expected of those working in public health. https://www.ukphr.org/wp-content/uploads/2018/12/Public_Health_Framework.pdf

World Health Organisation (WHO) and Association of Schools of Public Health in the European Region (ASPHER) Competency Framework for the Public Health Workforce in the European Region (2020)

Aimed at policy-makers, professionals with a particular interest in the public health workforce, and other stakeholders, such as education institutions, public health institutes and others responsible for implementing policy and professional organizations. The MPH course has been designed to also take into account the framework and in particular, the pursuit of Sustainable Development Goals. See https://www.aspher.org/aspher-core-competences-list.html

Fit for the Future: Public Health People (DoH, 2016)

Outlines 5 important themes that underpin the response to developing a public health workforce, future capabilities and skills.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/524599/Fit_for_the_Fu

Public Health Resource Unit

This is a comprehensive and detailed map of the many levels of knowledge and skills needed for public health careers. The course follows this framework throughout, at the level needed to equip you for public health practice. See http://www.phru.nhs.uk/

Academic reference points

- QAA UK Quality Code for Higher Education

www.qaa.ac.uk/quality-code

- QAA Subject Benchmark Statements*

www.qaa.ac.uk/en/quality-code/subject-benchmark-statements

- QAA Qualifications and Credit Frameworks

www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks

- University Policies and Regulations

https://www.wlv.ac.uk/about-us/governance/legalinformation/policies-and-regulations/academic-regulations/

*There are currently no relevant subject benchmark statements. However, it is noted in the QAA (2016) Health Studies benchmark that a multi and inter-disciplinary approach should be adopted when looking at individual, community and population health. Accordingly, the BSc (Hons) Public Health explores health as a contested concept, considers the multi-disciplinary nature of practice, focuses on contemporary issues and considers the myriad of issues that surround diversity. Underpinning key concepts are embedded in the modules and include an examination of key theoretical and policy approaches as well as that of the role of individuals in furthering the aims of Public Health.

Wider reference points

- NHS long-term plan (DoH 2019)

https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf

- Department of Health and Social Care (2021) The Future of Health and Care https://www.gov.uk/government/speeches/the-future-of-health-and-care

- Preparing the healthcare workforce to deliver the digital future (HEE 2019)

https://topol.hee.nhs.uk/

- UK legislation Equality Act (2010)

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
CERTHE01 "Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study"	
CERTHE02 "Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study."	
CERTHE03 Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work	
CERTHE04 "Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments"	
CERTHE05 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility	
BHONS01 "Demonstrate understanding of the psychological, cultural, social and political principles that underpin Public Health, and contribute to health, wellbeing, illness and disease."	
BHONS02 Critically assess the evidence of effectiveness of health and healthcare interventions, programmes and services.	
BHONS03 "Critically reflect on Public Health policy, at global, national, and local levels."	
BHONS04 Demonstrate understanding and appreciation of the development and implementation of Public Health strategies for health improvement and health protection	
BHONS05 Demonstrate the range of leadership skills needed for public health management and collaborative working	
BHONS06 "Understand the range of public health information available, how to assess its value and how to use public health data to identify health needs and priorities."	
DIPHE01 "Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge."	
DIPHE02 "Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context"	
DIPHE03 "Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study"	
DIPHE04 "Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis"	
DIPHE05 "Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively"	

Learning Outcomes	Modules
DIPHE06 "Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations."	
BHONSN01 Demonstrate understanding of the psychological, cultural, social and political principles that underpin Public Health, and contribute to health, wellbeing, illness and disease.	
BHONSN02 Assess the evidence of effectiveness of health and healthcare interventions, programmes and services	
BHONSN03 Reflect on Public Health policy, at global, national, and local levels.	
BHONSN04 Demonstrate understanding and appreciation of the development and implementation of Public Health strategies for health improvement and health protection	
BHONSN05 Demonstrate the range of leadership skills needed for public health management and collaborative working	
BHONSN06 "Understand the range of public health information available, how to assess its value and how to use public health data to identify health needs and priorities."	
UGCRED01 "Develop an independent, reflective and self-managed approach to study."	
UGCRED02 Utilise skills appropriate for study in Higher Education.	
UGCRED03 Apply new approaches to learning, study and finding information.	
UGCRED04 Describe your existing transferable skills and new skills and how these may be developed.	
UGCRED05 Be aware of your existing transferable skills and new skills and how these may be developed.	

Teaching, Learning and Assessment:

Your learning will include the study of five modules in your foundation year, with 6 modules thereafter. Learning activities will enable you to become skilled and knowledgeable in a range of public health areas so that you can achieve the learning outcomes. In doing so you will also achieve our graduate attributes of digital literacy, global citizenship and prepare you for employment in public health and related disciplines.

The learning activities which will support you in the achievement of the learning outcomes are wide and varied. To get the most from this award, you will be required to actively engage in class and online, carry out wider reading and complete formative assessments. You will also be required to take an active part in your learning and work in partnership with your lecturing team for the effective functioning and success of the module.

Taught materials include research informed key lectures providing you with an opportunity to acquire the appropriate knowledge and skills for the module. Each session has clear aims, learning outcomes, a clarification of their link to the assessment and suggestions for further reading. Group discussions will enable you to explore specific issues and examples and apply this learning to your own role and engage in debate, self-reflection, and evaluation.

Directed study between in-class sessions will provide you with opportunity to undertake reading, participate in online learning tasks, address individual learning needs and contextualise learning to your own area of interest or practice.

Digital skills will be enhanced by encouraging you to search a wide range of relevant databases and engage with online resources through the VLE (lecture notes and external links to websites of interest). Blended and distributed learning models will be used as and when appropriate, and tutorials will be used to facilitate dialogue between lecturer/learner/peer and inter-professional discussion to further develop and challenge conceptual understanding through reflection and analysis.

You will be encouraged to explore global as well as local issues through in-class content, group work, formative and summative content, and consider diversity and inclusivity in public health practice. This will be supplemented through additional lectures and seminars offered to you across the programme.

Employability and graduate skills will be explored and gained by you throughout the modules (as outlined in the reference points)

Assessment is planned from a course wide perspective and the assessments that you complete have

been designed to mirror public health practice and real-world contexts. This helps you to develop confidence and prepares you for the challenges of independent practice.

The assessment strategy aims to improve your learning through a scaffolding approach; this is where your learning has been considered in each module and at each level, to progressively build on your knowledge, ability and the general perspectives you should acquire to become a knowledgeable and effective future practitioner in public health. By enabling assessments to build on each other and grow in complexity, you will be able to see the connections across modules and years.

The ways in which you will be assessed will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

There are two types of assessment you will encounter throughout the course: -

- Formative – where the marks and grades for assessment activities do not contribute towards the module mark and grade. Formative assessment activities are useful to provide you with comments to let you know how you are doing. Sometimes the format of a formative assessment activity will be similar to the final (summative) assessment activity for the module, in order to prepare you and ensure that you are familiar with the summative assessment task
- Summative - assessment activities where the mark you receive will contribute towards the final mark for your modules. Your summative assessment must be submitted as per the University's standard academic calendar https://www.wlv.ac.uk/current-students/academic-calendar/

The development of inclusive assessment opportunities which meet the needs of all learners is central to the course philosophy and our assessment strategy. In support of an inclusive curriculum design, the assessment strategy will support you to develop and perform in different assessment forms such that you are prepared in earlier levels to be able to succeed in assessments that will be used at later levels of study i.e. you will not face an assessment type in your final year for which you are unprepared. You will also be offered a choice in terms of assessment, where possible and practical.

The package of assessment at each level has been carefully planned by the award team and is considered to be coherent and appropriate. The following principles have been adopted throughout the programme:

- Each module will only have one piece of summative assessment with one piece of formative assessment.
- At levels 3 and 4, one module in each course has an assessment that is submitted within the first 4 weeks of the start of the course.
- You will not normally be expected to undertake more than one group work assessment in a semester,
- Formative use of exams will precede the use of summative exams
- The award team have ensured that a module is not be considered in isolation from the assessments that will be completed for other modules which are studied simultaneously.
- In some modules there is a choice of assessment topic (where you can choose your own case study, for example) whilst in other modules you can choose how you would like to be assessed (such as submitting a case study or sitting an exam).
- Assessment submission dates will be checked, by semester, for your course to ensure there is no assessment bunching i.e. all course assessments being due in the same week.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

University Learning Centres are the key source of academic information for students. Learning Centres

provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases. Learning Centres also provide students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills.

The University also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/. If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

Course Specific Support

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting e:Vision.

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your Course Guides, along with their contact details.

Course leaders

The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice. They are supported by leads at each level if study. Level leads will be in touch with you at various points in your award and support your transition through from one level to the next.

Faculty Student Enabling Tutor

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Academic Coaches

Academic Coaches are linked to all programmes and have specific role in supporting students' transition into higher education at undergraduate Level 4.

Working in partnership with you

The University and the Student's Union take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience. Our student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter:-https://www.wlv.ac.uk/about-us/student-charter/

Employability in the Curriculum:

The University acknowledges the diversity of our student population and the need to recognise that the individual aspirations and motivations of students are distinct and varied in relation to career and personal development. Reflecting this, there are a range of approaches through which employability is fostered, either explicitly or implicitly within the BSc (Hons) Public Health. These are not mutually exclusive and overlap to greater or lesser degrees. Approaches range from focused modules which explore working within health and care settings, through to the Wolverhampton Enterprise & Employability Award, supported personal development planning, the design of the curriculum (student-centred, active learning) and wider activities and opportunities available through the Careers, Enterprise and the Workplace service. These and other initiatives aim to create graduates who are enterprising and entrepreneurial.

In designing the programme, the curriculum planning team have carefully considered the University of Wolverhampton Graduate Attributes framework to ensure that you can acquire and evidence skills that employers so keenly seek. Firstly, the course will enable you to develop your skills in global citizenship and a cultural and social mindset. In doing so, you will gain skills so you can become culturally and socially aware, emotionally intelligent, an effective communicator, self-aware, confident, motivated, ethical, collaborative, and influential. Secondly, the course will enable you to develop your knowledgeable in public health, by enabling you to become digitally fluid, technically skilled, a critical thinker, analytical, reflective, curious, experienced, autonomous and engaged. Finally, the course will enable you to develop a professional and enterprising mindset, where you will be encouraged to become innovative and enterprising, commercially aware, resilient, ambitious, visionary, goal oriented, creative, a lateral thinker and adaptable.

By actively engaging in key contemporary issues both in the classroom and the field (where appropriate) we aim to foster an approach to learning which moves beyond the mere acquisition of knowledge (‘surface learning’) to comprehending the significance of the subject, making sense of the concepts presented and fitting them within a ‘bigger picture’ (‘deep learning’). This ‘deep learning’ involves high-level cognitive skills: the ability to distinguish between competing ideas, critically analysing, evaluating and assessing them, in order to construct new understandings. It also requires you to take greater responsibility for your own learning, becoming self-directed, reflective, and motivated. Whilst an awareness of contemporary professional contexts and techniques is desirable, these skills of initiative, personal responsibility and intellectual curiosity are the attributes which employers consistently rate highly in surveys of graduate skills.

This course will prepare you to move into the field of public health employment, as public health practitioners, with the possibility of moving on to become a public health specialist. Several agencies offer opportunities, with the public, private or voluntary sector, and within the health and social care arena. The variety of occupational roles include:

- Health Promoter
- Health Advisor
- Health Practitioner
- Public Health worker
- Health inequalities worker
- Health trainer
- Housing Services Officer
- Sexual Health Advisor
- Smoking Cessation Counsellor
- Community Development Worker
- Health information Officer
- Health researcher
- Health management
- Wellbeing advisor
- Community support worker
- School health advisor
- Health educator

Whilst the course does not include a work-based placement, we have good relationships with local public health organisations and other employers, and will support you if you would like to explore work experience opportunities.

For those who wish to continue in further study or research, the Faculty of Education, Health and Wellbeing currently offers a Post Graduate Certificate, Post Graduate Diploma, a Masters Degree in Public Health and PhD opportunities.

These degree programmes and the interim awards may be studied full or part-time, along with more flexible study options for those who wish to take stand-alone modules as part of their Continuing Professional Development (CPD).