

## Module specification

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Module code	HLT530
Module title	Strategies for Health Improvement and Promotion
Level	5
Credit value	20
Faculty	SLS
Module Leader	Nina Patterson
HECoS Code	100473
Cost Code	GAHW

### Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc(Hons) Public Health and Wellbeing	Core
BSc(Hons) Mental Health and Wellbeing	Core
Dip HE Health and Social Wellbeing	Core

### Pre-requisites

None.

### Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>30 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	170 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

For office use only	
Initial approval date	6 <sup>th</sup> December 2021
With effect from date	September 2022
Date and details of revision	

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Version number	1

## Module aims

This module will provide knowledge and understanding of established strategies for promoting and improving health, mental health and wellbeing. It will cover strategies such as social prescribing, health education and a 'settings approach' and discuss the strengths and limitations of these, as well as their application within specific populations.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Identify populations to be targeted for health improvement and promotion strategies and analyse their needs and the potential challenges practitioners may face when working with them.
2	Evaluate the efficacy and effectiveness of different strategies for health improvement and promotion, including social prescribing, health education and a settings approach.
3	Critically appraise the strengths, limitations and relevance of various health improvement and promotion strategies for specific populations.
4	Develop a strategy to improve or promote health, mental health or wellbeing for a specific population.

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Students will be required to develop a strategy for improving or promoting health, mental health or wellbeing for a specific population of their choice. They should produce a 2,000-word report detailing the rationale, details of, and evidence for, the proposed strategy, alongside a 'resource' (equivalent to 1,000-words) for their target audience. The resource could be a promotional video, educational leaflet or other commonly used method of health communication.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Coursework	100%

## **Derogations**

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None.

## **Learning and Teaching Strategies**

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The learning and teaching strategy for this module follows WGU's Active Learning Framework. Students are required to attend 'synchronous' workshops that will include the delivery of module content alongside individual and group discussions and tasks. They are also required to complete 'asynchronous' directed study tasks provided on the Virtual Learning Environment (VLE), such as watching recorded lectures, engaging with discussion forums, and undertaking quizzes, individual and group tasks, key readings and reflective activities.

## **Indicative Syllabus Outline**

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- Frameworks for health improvement and promotion (e.g. Beattie, Tannahill)
- Social prescribing
- Health education
- A 'settings approach' (e.g. schools and workplaces)
- Strengths and limitations of strategies
- Strategies in practice
- Working with groups; benefits and barriers
- Improving and promoting health in applied populations (e.g. socially excluded groups, homeless, prisoners, LGBTQ+, asylum seekers and refugees).

## **Indicative Bibliography:**

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Please note the essential reads and other indicative reading are subject to annual review and update.

### **Essential Reads**

Green, J., Cross, R., Woodall, J. and Tones, K. (2019), *Health Promotion: Planning and Strategies*. (4th ed). London: Sage.

### **Other indicative reading**

Arxer, S. and Murphy, J. eds. (2019), *Community-Based Health Interventions in an Institutional Context*. Cham, Switzerland: Springer.

Brown, J., Learmonth, A. and Mackereth, C. eds. (2015), *Promoting Public Mental Health and Well-being: Principles into Practice*. London: Jessica Kingsley Publishers.

Faulconbridge, J., Hunt, K. and Laffan, A., eds. (2018), *Improving the Psychological Wellbeing of Children and Young People: Effective Prevention and Early Intervention Across Health, Education and Social Care*. London: Jessica Kingsley Publishers.

Hodgins, M., Fleming, P. and Griffiths, J. (2016), *Promoting Health and Well-being in the Workplace: Beyond the Statutory Imperative*. London: Red Globe Press.

## **Employability skills – the Glyndŵr Graduate**

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Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### **Core Attributes**

Engaged  
Enterprising  
Creative  
Ethical

### **Key Attitudes**

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

### **Practical Skillsets**

Organisation  
Critical Thinking  
Emotional Intelligence  
Communication