

MODULE SPECIFICATION PROFORMA

Module Title:	Health Improvement and Promotion	Level:	6	Credit Value:	20
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Module code:	HLT615	Is this a new module?	Yes	Code of module being replaced:	
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Cost Centre:	GANG	JACS3 code:	B900
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Trimester(s) in which to be offered:	1	With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Dr Edna Astbury-Ward
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Health and Wellbeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Version 1

Have any derogations received SQC approval?

Yes No

Module Aims

This module aims to:

1. Enable students to critically examine the role of health promotion and health improvement at individual, community and societal levels.
2. Enable students to explore and develop strategies to engage individuals, families, communities, populations and agencies using a culturally sensitive approach
3. Explore the role of epidemiology in setting and measuring health policy.
4. Incorporate students' knowledge of health promotion and improvement with research methods to critically appraise the evidence base for best practice in health promotion and improvement.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Critically appraise the concept of health as a human right, debating health inequalities and health care provision from a rights based delivery perspective at a national level.	KS1	KS4
		KS2	KS5
		KS3	
2	Critically analyse health promotion and improvement in its broadest context and critically appraise its importance in well-being.	KS1	KS7
		KS4	
		KS5	

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3	Critically evaluate the role of a public health professional in the context of health promotion and health improvement at local, national and UK wide levels.	KS1	KS6
		KS2	KS10
		KS3	
4	Critically evaluate public health interventions relating to a specific area of practice.	KS2	KS6
		KS3	KS7
		KS5	

Transferable/key skills and other attributes

- Present ideas and arguments in a well-structured and coherent manner in a variety of formats
- Identify and propose solutions to problems, both in relation to the area of health promotion and to other educational and social issues
- Operate and consider the relevance of national employability skills criteria

Derogations

N/A

Assessment:

1. Production of a public health promotion leaflet on current topic of choice (40%)
2. Critical report analysing the evidence and process required to produce leaflet. Clear justification must also be provided for the topic selection. (60%)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	2,4	Coursework	40		1,500
2	1,3	Report	60		2,500

Learning and Teaching Strategies:

Interactive lectures will be used to provide core knowledge. This will be supported by online materials, group work, directed study and tutorials. An online Moodle forum will be established to facilitate debate & discussion and the sharing of learning and resources within the student community.

Independent learning will be spent researching and reading in support of the subject area and preparing for assessments.

Syllabus outline:

Exploration of public health/health promotion policy at national and local levels
 Definitions and models of health, public health and health promotion
 Dimensions of health and holism
 Attitudes to health, health beliefs and assessing health needs
 Factors detrimental to health
 Adapting public health and health promotion approaches literature, outreach work for vulnerable people
 Factors influencing public health, health promotion and education
 Planning process for a public health/health promotion/education activity
 Theory to change individuals and communities – behaviour change
 Public health promotion initiatives, planned and opportunistic approaches to addressing health needs
 Promotion of health in diverse settings and across the life span continuum

Bibliography:

Essential reading

Edelman, C.L. & Mandle, C.L. (2009). *Health promotion throughout the lifespan*. 7th Edition. St Louis: Mosby.

Green, J. Tones, K. Cross R. & Woodall, J. (2015) *Health Promotion: Planning & Strategies* 3rd edition. London: Sage Publications

Scriven, A. (2010). *Promoting health: A practical guide*. 6th Edition. Edinburgh: Bailliere Tindall Elsevier.

Wilson, F. Mabhala, M. (eds) (2009) *Key Concepts in Public Health*. London: SAGE publications

Other indicative reading

Naidoo, J. & Wills, J. (eds) (2000) *Health promotion: Foundations for practice*. (3rd edition.) Edinburgh: Bailliere Tindall.

Useful Websites:

Department of Health:
<http://www.dh.gov.uk/en/AdvanceSearchResult/index.htm?searchTerms=health+promotion>.

National Electronic Library for Health:
http://search.library.nhs.uk/nhs_sse/zengine?VDXaction=ZSearchResults.

NICE: <http://www.nice.org.uk/search.aspx?ss=health+promotion>.

Office for National Statistics: <https://www.ons.gov.uk/>

Public Health England: <https://www.gov.uk/government/organisations/public-health-england>

Public Health Wales: www.publichealthwales.wales.nhs.uk