

School of Health and Social Work

Title of Programme: BSc (Hons) in Health Promotion and Social Care

Programme Code: HSSVHPSC

For Collaborative: External Validation at USP College

# Programme Specification

This programme specification is relevant to students entering:  
19 September 2019

Associate Dean of School (Academic Quality Assurance):  
Cheryl Holman

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

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**Summary of amendments to the programme:**

| Date     | Section   | Amendment   |
|----------|-----------|---|
| 22/03/19 | Section 2 | Removal of all Course Instances from Table 3 (no longer required) |
|          |           |   |
|          |           |   |

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification BSc (Hons) in Health Promotion and Social Care

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

## Section 1

|   |                                  |
|---|----------------------------------|
| <b>Awarding Institution/Body</b>                          | University of Hertfordshire      |
| <b>Teaching Institution</b>                               | USP College                      |
| <b>University/partner campuses</b>                        | Seevic campus                    |
| <b>Programme accredited by</b>                            | University of Hertfordshire      |
| <b>Final Qualification</b>                                | BSc (Hons)                       |
| <b>All Final Award titles (Qualification and Subject)</b> | Health Promotion and Social Care |
| <b>FHEQ level of award</b>                                | 6                                |
| <b>UCAS code(s)</b>                                       | X320                             |
| <b>Language of Delivery</b>                               | English                          |

### A. Programme Rationale

The programme is designed to recruit students from a diverse range of backgrounds, who have an interest in health promotion and social care. The programme aims to develop students personally, professionally and academically, enhancing their ability to think critically in regard to health promotion and social care.

Students are encouraged to engage with fundamental questions concerning the aims and values of health promotion and social care, learning and development and their relationship to the client group and people who work in the sector. Students will be able to make the links between policy, its delivery and the experience of groups and individuals.

On graduation, graduates could follow a career in the health promotion of social care sectors or Local Authorities; working within charitable organisations, Public Health England, the NHS or the care home sector. Alternatively, graduates could use their degree as a strong foundation for entry into postgraduate qualifications as a route in to clinical practice, or they may decide to continue their studies with a Master's degree.

### B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

#### **Additionally this programme aims to:**

- provide students with the knowledge and understanding to equip them for a career in Health Promotion and/or Social Care.
- offer an alternative route to clinical practice via a Masters level qualification

## C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Health Studies (2016), Public Health Knowledge and Skills Framework (2016) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, IUHPE Core Competencies and Professional Standards for Health Promotion (2016) and the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as guiding frameworks for curriculum design.

Table 1 Intended Learning Outcomes

| Knowledge and understanding   | Teaching and learning methods  | Assessment strategy   |
|---|--|---|
| <p>A1-the multidisciplinary nature of Social Care</p> <p>A2-the central place of research activity in the development of the subject</p> <p>A3-the diverse determinants of health and physical and mental well-being</p> <p>A4-emerging issues at the forefront of the subject</p> <p>A5-the range of theories of causality and evidence relating to social care policy approaches and potential influence upon health and physical and mental well-being</p> <p>A6-the theoretical and professional rationales concerning health promotion and social care</p> <p>A7-the role of individual differences in affecting health promotion and social care</p> <p>A8-the diversity of the experience of health and physical and mental well-being</p> <p>A9-ethical perspectives, legislation and the rights of vulnerable others associated with health promotion and social care</p> <p>A10-global, environmental and planetary dimensions of health promotion and social care</p> <p>A11-comparisons within and between social care systems and modes of delivery</p> <p>A12-cultural diversity within</p> | <p>Acquisition of knowledge and understanding is through a combination of lectures A1-A15, small group tutorials A1-A15, coursework A1-A15. Additional support is provided by the Academic Support Tutor.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> | <p>Knowledge and understanding are assessed through 100% coursework</p> |

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|---|---|--|
| <p>health promotion and social care</p> <p>A13-the central theoretical arguments and paradigms in health promotion and/or social care research</p> <p>A14-an appreciation of how sectors, organisations and businesses operate</p> <p>A15-the application and effectiveness of information and health technologies in health care delivery and/or interventions, communication and analysis within the subject</p>  |   |  |
| <p><b>Intellectual skills</b></p>   | <p><b>Teaching and learning methods</b></p>   | <p><b>Assessment strategy</b></p>  |
| <p>B1-compare between a range of health contexts, such as between individual and institutional contexts or between national, international and global contexts</p> <p>B2-analyse health promotion and social care issues, alongside related information and qualitative and quantitative data, that may be drawn from a wide range of disciplines</p> <p>B3-access and use a range of digital technologies, such as relevant computer packages, apps and data analysis software, as appropriate to the subject</p> <p>B4-synthesis coherent arguments from a range of contrasting theories relating to health and health promotion issues</p> <p>B5-draw upon the everyday, personal and community experiences of health promotion, physical and mental well-being, and illness</p> <p>B6-critically reflect on the links between individual experience of health and health issues, and the wider structural elements relevant to health promotion and social care</p> | <p>Intellectual skills are developed through methods and strategies outlined in section A, above. Analysis, problem solving and modelling skills (B1-B9) are further developed by in course exercises, small group work and individual tutorials</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p> | <p>Intellectual skills are assessed through coursework using a combination of essays, reports, portfolios, individual visual and/or oral presentations, infographics, demonstrations</p> |

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|--|---|---|
| <p>B7-articulate central theoretical arguments within a variety of relevant contexts, producing logical and structured approaches supported by relevant evidence</p> <p>B8-develop knowledge and understanding of ethics, legislation and the rights of vulnerable others, societal responsibilities, environmental impact and sustainability in the context of health promotion and social care</p> <p>B9-draw on authoritative research and research methodologies to locate, review and evaluate research findings relevant to health promotion and social care issues, across a range of disciplines</p>   |   |   |
| <p><b>Practical skills</b></p>   | <p><b>Teaching and learning methods</b></p>   | <p><b>Assessment strategy</b></p>   |
| <p>C1-use appropriate academic conventions in the production and presentation of work</p> <p>C2-work with a range of stakeholders, networks, groups and organisations, taking responsibility for an agreed area of shared activity</p> <p>C3-demonstrate effective leadership approaches, including working across boundaries, to drive innovation within organisations and independently</p> <p>C4-build effective entrepreneurial skills for innovative practice</p> <p>C5-gather and evaluate relevant information from a wide variety of sources, using appropriate manual and digital systems</p> <p>C6-use information and communications technology to enhance digital capability and digital literacy in a variety of contexts</p> | <p>Practical skills are developed throughout the programme.</p> <p>Throughout, the learner is expected to consolidate their development of practical computing skills by use of computers available in the sessions and in the LINC</p> | <p>Practical skills are assessed through individual visual and/or oral presentations, infographics, demonstrations</p> <p>C5-C6 are assessed through the completion of a research project</p> |
| <p><b>Transferable skills</b></p>  | <p><b>Teaching and learning methods</b></p>   | <p><b>Assessment strategy</b></p>   |

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|--|--|--|
| <p>D1-communicate with others in a clear and articulate manner, within a wide variety of audiences, through a range of media</p> <p>D2-present ideas and arguments in a well-structured and coherent manner in a variety of formats and media</p> <p>D3-negotiate formally and informally, as appropriate</p> <p>D4-identify and propose solutions to problems, both in relation to the substantive area of health promotion and social care and to other educational and social issues</p> <p>D5-recognise issues relating to equal opportunities, and diversity and identify appropriate courses of action in relation to such issues</p> <p>D6-reflect on and review progress in their own studies and seek assistance or guidance as appropriate, in order to enhance their own personal development planning.</p> | <p>Transferable skills are developed through coursework e.g. coursework reports D1-D8, oral presentations (D2)</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p> | <p>Transferable skills are assessed through a range of assignments built into the curriculum – coursework reports (D1, D2, and D4-D8).</p> <p>D3 is assessed through the research project.</p> |
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## D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full-time (3 years) mode, and leads to the award of a BSc (Hons) in Health Promotion and Social Care

Entry is normally at level 4 (with A-level or equivalent qualifications) but is possible at level 5 with suitable qualifications (e.g. relevant HND or relevant Foundation Degree) Intake is normally semester A (September)

### Professional and Statutory Regulatory Bodies

N/A

### Work-Based Learning, including Sandwich Programmes

Learners will be expected to draw on work-related experience in the sector. This does not need to be contemporaneous experience.

### Erasmus Exchange programme

N/A

## Programme Structure

The programme structure and progression information below (Table 2a and 2b) is provided for the Honours award. Any interim awards are identified in Table 2b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 3 identifies where each learning outcome is assessed.

Table 2a Outline Programme Structure

| Level 4  |             |               |                      |               |              |             |           |
|--|-------------|---------------|----------------------|---------------|--------------|-------------|-----------|
| Module Title   | Module Code | Credit Points | Language of Delivery | % Examination | % Coursework | % Practical | Semesters |
| <b>Compulsory Modules</b>                              |             |               |                      |               |              |             |           |
| Graduate Study Skills                                  | 4FHH1234    | 30            | English              | 0             | 100          | 0           | A         |
| Theoretical Perspectives in Social Care                | 4FHH1235    | 30            | English              | 0             | 100          | 0           | A         |
| Introduction to Health Promotion Theory                | 4FHH1236    | 30            | English              | 0             | 100          | 0           | B         |
| Life Stages Development                                | 4FHH1237    | 30            | English              | 0             | 100          | 0           | B         |
| Level 5  |             |               |                      |               |              |             |           |
| Module Title   | Module Code | Credit Points | Language of Delivery | % Examination | % Coursework | % Practical | Semesters |
| <b>Compulsory Modules</b>                              |             |               |                      |               |              |             |           |
| Introduction to Research                               | 5FHH1270    | 30            | English              | 0             | 100          | 0           | A         |
| Working with Others                                    | 5FHH1273    | 30            | English              | 0             | 100          | 0           | AB        |
| Contemporary Issues in Health Promotion                | 5FHH1271    | 30            | English              | 0             | 100          | 0           | B         |
| Healthy Lifestyles                                     | 5FHH1272    | 30            | English              | 0             | 100          | 0           | B         |
| Level 6  |             |               |                      |               |              |             |           |
| Module Title   | Module Code | Credit Points | Language of Delivery | % Examination | % Coursework | % Practical | Semesters |
| <b>Compulsory Modules</b>                              |             |               |                      |               |              |             |           |
| Research Project                                       | 6FHH1194    | 30            | English              | 0             | 100          | 0           | AB        |
| Social Problems and Social Issues                      | 6FHH1195    | 30            | English              | 0             | 100          | 0           | A         |
| Analysis of a Health Promotion Programme               | 6FHH1196    | 30            | English              | 0             | 100          | 0           | B         |
| Leadership and Management and Employment in the Sector | 6FHH1197    | 30            | English              | 0             | 100          | 0           | B         |

### Mode of study Full Time Entry point Semester A

Progression to level 5 requires a minimum of 120 credits and passes in all 4 modules at level 4  
The award of an Honours requires 360 credit points passed with a minimum of at least 120 credits at level 6.

### Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details

are provided in [UPR AS14](#), Section D.

**Table 2b Final and interim awards available**

The programme provides the following final and interim awards:

| Final Award | Award Title                      | Minimum requirements   | Available at end of Level | Programme Learning Outcomes developed (see above) |
|-------------|----------------------------------|--|---------------------------|---|
| BSc (Hons)  | Health Promotion and Social Care | 360 credit points including 240 at level 6/5 of which 120 must be at level 6 | 6                         | All programme learning outcomes (see Table 2)     |

| Interim Award                   | Award Title                      | Minimum requirements  | Available at end of Level | Programme Learning Outcomes developed (see above)   |
|---------------------------------|----------------------------------|---|---------------------------|---|
| University Certificate          | Untitled                         | 45 credit points at level 4   | 4                         | See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a> |
| Certificate of Higher Education | Health Promotion and Social Care | 120 credit points at level 4  | 4                         | A1, A5, A6, A7, A9,A13, A14, A15, B4, B7, B8, C1, C5, C6, D1, D2, D3, D6  |
| Diploma of Higher Education     | Health Promotion and Social Care | 240 credit points including at least 120 at level 5                         | 5                         | A1, A2, A3, A4, A5, A6, A7, A8, A9, A11, A12, A13, A14, B1, B2, B3, B4, B5, B6, B7, B8, C1, C2, C3, C5, C6, D1, D2, D5, D6        |
| BSc                             | Health Promotion and Social Care | 300 credit points including 180 at level 6/5 of which 60 must be at level 6 | 6                         | A1, A3, A4, A5, A6, A7, A8, A10, A11, A12, A14, A15, B1, B2, B3, B4, B5, B6, B7, B8, C1, C2, C3, C4, C6, D1, D2, D3, D4, D5, D6   |

## Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS13](#) and [UPR AS14](#)) which have been approved by the University.

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## E. Management of Programme & Support for student learning.

### Management

The programme is managed and administered through:

- A Programme Leader to help students understand the course/programme structure
- Student representatives on programme committees
- A designated programme administrator
- Module Leaders

### Support

Students are supported by:

- An induction week at the beginning of each new academic session
- Academic Support Tutors to provide academic and pastoral support
- A Student Services Centre that provides advice on non-academic issues
- A well-being officer
- A HE Student Advisor
- StudyNet, a versatile on-line inter-active intranet and learning environment
- Careers Services
- Students' Union

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## F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

~~In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>~~

## G. Entry requirements

The normal entry requirements for the programme are:

BTEC Level 3 in Health & Social Care (96 UCAS points or above) or related subject e.g. Access to Higher Education – Health pathway

A levels (96 UCAS points or above)

Maths and English GCSE grade 4/C or above or equivalent

Access to relevant work related activities in the sector to support the learning outcomes as identified in the module guides.

All students will be invited to attend an Initial Advice and Guidance meeting with a subject tutor to outline the programme structure and to support the student in making an informed decision. This forms part of the admissions process.

Note: it will be the student's/employers responsibility to meet DBS requirements for any work related activities

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

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If you would like this information in an alternative format please contact: [info@uspcollege.ac.uk](mailto:info@uspcollege.ac.uk) and request the format you require.

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)



## KEY TO PROGRAMME LEARNING OUTCOMES

| Knowledge and Understanding  | Practical Skills  |
|--|---|
| A1-the multidisciplinary nature of Health Studies  | C1-use appropriate academic conventions in the production and presentation of work  |
| A2-the central place of research activity in the development of the subject  | C2-work with a range of stakeholders, networks, groups and organisations, taking responsibility for an agreed area of shared activity           |
| A3-the diverse determinants of health and physical and mental well-being   | C3-demonstrate effective leadership approaches, including working across boundaries, to drive innovation within organisations and independently |
| A4-emerging issues at the forefront of the subject   | C4-build effective entrepreneurial skills for innovative practice   |
| A5-the range of theories of causality and evidence relating to health social policy approaches and potential influence upon health and physical and mental well-being    | C5-gather and evaluate relevant information from a wide variety of sources, using appropriate manual and digital systems                        |
| A6-the theoretical and professional rationales concerning health promotion   | C6-use information and communications technology to enhance digital capability and digital literacy in a variety of contexts                    |
| A7-the role of individual differences in affecting health promotion  |   |
| A8-the diversity of the experience of health and physical and mental well-being  |   |
| A9-ethical perspectives, legislation and the rights of vulnerable others, and the diversity of values associated with health promotion and social care                   |   |
| A10-global, environmental and planetary dimensions of health promotion and social care   |   |
| A11-comparisons within and between healthcare systems and modes of delivery  |   |
| A12-cultural diversity within health promotion and social care   |   |
| A13-the central theoretical arguments and paradigms in health research   |   |
| A14-an appreciation of how sectors, organisations and businesses operate   |   |
| A15-the application and effectiveness of information and health technologies in health care delivery and/or interventions, communication and analysis within the subject |   |

| <b>Intellectual Skills</b>  | <b>Transferable Skills</b>   |
|---|--|
| B1-compare between a range of health contexts, such as between individual and institutional contexts or between national, international and global contexts   | D1-communicate with others in a clear and articulate manner, within a wide variety of audiences, through a range of media  |
| B2-analyse health and health issues, alongside health information and qualitative and quantitative data, that may be drawn from a wide range of disciplines   | D2-present ideas and arguments in a well-structured and coherent manner in a variety of formats and media  |
| B3-access and use a range of digital technologies, such as relevant computer packages, apps and data analysis software, as appropriate to the subject   | D3-negotiate formally and informally, as appropriate   |
| B4-synthesis coherent arguments from a range of contrasting theories relating to health and health promotion issues   | D4-identify and propose solutions to problems, both in relation to the substantive area of Health Studies and to other educational and social issues               |
| B5-draw upon the everyday, personal and community experiences of health promotion, physical and mental well-being, and illness  | D5-recognise issues relating to equal opportunities, and diversity and identify appropriate courses of action in relation to such issues                           |
| B6-critically reflect on the links between individual experience of health and health issues, and the wider structural elements relevant to health promotion and physical and mental well-being       | D6-reflect on and review progress in their own studies and seek assistance or guidance as appropriate, in order to enhance their own personal development planning |
| B7-articulate central theoretical arguments within a variety of health contexts, producing logical and structured approaches supported by relevant evidence   |  |
| B8-develop knowledge and understanding of ethics, legislation and the rights of vulnerable others societal responsibilities, environmental impact and sustainability in the context of Health Studies |  |
| B9- draw on authoritative research and research methodologies to locate, review and evaluate research findings relevant to health promotion and health issues, across a range of disciplines          |  |

## Section 2

### Programme management

|   |                                  |
|---|----------------------------------|
| <b>Relevant QAA subject benchmarking statements</b> | Health Studies                   |
| <b>Type of programme</b>                            | Undergraduate                    |
| <b>Date of validation/last periodic review</b>      | June 18                          |
| <b>Date of production/ last revision of PS</b>      | March 19                         |
| <b>Relevant to level/cohort</b>                     | Level 4 entering September 2019  |
| <b>Administrative School</b>                        | School of Health and Social Work |

Table 3 Course structure

| Course details |  |      |
|----------------|--|------|
| Course code    | Course description                                       | JACS |
| HSSVHPSC       | BSc (Hons) Health Promotion and Social Care, USP College | L510 |