

PROGRAMME SPECIFICATION – Undergraduate COURSES

1. Awarding Institution/Body	University of Worcester
2. Teaching Institution	University of Worcester
3. Programme accredited by	Not applicable
4. Final award	BSc (Hons)
5. Programme Titles	Health and Wellbeing
6. Pathways available	Single, Joint, Major, Minor
7. Mode and/or site of delivery	Taught modules
8. Mode of attendance	FT, PT
9. UCAS Code	3year degree = L450
10. Subject Benchmark Statement	Health Studies 2008
11. Date of Programme Specification	June 2008 (updated Dec 2010)
12. Educational aims of the programme	<p>The course has been designed in light of the QAA Health Studies Benchmark Statement (QAA, 2008) and views health and well-being as a complex, multi-dimensional and dynamic concept. The Course Team believes that the study of Health & Well-Being should critically examine health, wellness and illness discourse and seek to analyse factors that have the potential to increase or diminish health and promote well-being in a wide range of contexts. These diverse and always controversial concepts should be studied from individual, community, societal and global perspectives.</p> <p>This generic course is based upon a biopsychosocial framework model of health and well-being, rather than one predominantly based upon illness and disease. Students will be provided with a wider context of health and well-being set within a changeable policy landscape from which a number of issues have emerged. These include tensions relating to individual and collective responsibilities, the public-private interface, shifting roles in health and social care, and the aspirations of people in regards to their health and well-being.</p> <p>The course therefore aims to provide a wider context for health to enable students to pursue careers in the increasingly diverse health and well-being arena of the future. This means that students will have the knowledge, values, attitudes and skills that enable them to critically examine the concepts of health and well-being in a theoretical and practical manner</p> <p>The course aims to:</p> <ol style="list-style-type: none"> 1. Provide an opportunity for students from diverse backgrounds to engage in higher education and to encourage and develop student confidence and abilities in health and well-being specific and transferable knowledge and skills, to prepare students for further study and future careers; 2. Further a critical understanding of the complex, dynamic and multi-dimensional nature of health and well-being for individuals, communities and society; both nationally and internationally; 3. Explore and critically evaluate factors which have the potential to increase or diminish health and well-being; 4. Develop and further a critical appreciation of the relationship between theory, policy, research and practice relevant to health and well-being;

5. Provide a coherent framework that is sufficiently flexibly to enable student choice and specialisation.

13. Intended learning outcomes and learning, teaching and assessment methods:

Subject specific knowledge and understanding of:

- Debate, with an open mind, competing and alternative perspectives on
 - health and well-being;
- Examine, research and evaluate evidence from diverse sources
 - relevant to health and well-being.;
- Critically analyse and utilise a range of conceptual frameworks relevant to the study of health and well-being in the formulation and presentation of reasoned arguments and conclusions;
- Develop independent thought whilst drawing upon, and discriminating between, received perspectives and theories relevant to health and well-being;
- Reflect on personal strengths, limitations and values;
- Critically reflect upon own and others ideas, beliefs and values and demonstrate an appreciation of difference and diversity;
- Effectively organise learning in order to achieve personal goals and the expected targets of others;
- Use initiative and problem-solving skills, both individually and in collaboration with others in order to creatively attain goals;
- Communicate appropriately and effectively through a variety of media.

Examples of learning, teaching and assessment methods used:

- The construction of a coherent and mandatory programme with optional modules related to diverse interests and future employment
- A programme of structured lectures, seminars, group work, presentations, group and individual tutorials with e.learning support within the virtual learning environment
- The use of the values exchange to develop scenarios which enable the students to reflect upon their value base in professional decision making
- The researching and writing of a variety of assignments and the subsequent written and oral feedback
- Self-directed, graduated research and project work with tutorial guidance and discussion
- Consistent approach to theory as related to practice
- Case study and role play
- The use of pebble pad to support portfolio development
- Contributions to teaching by service users, practitioners and employers
- An independent study providing the opportunity for critical analysis of a conceptual or theoretical aspect, or an empirical study or a literature review of an aspect social welfare

Cognitive and intellectual skills of:

- Critical thinking, analysis and synthesis in the use of established and emergent theory and concepts to critically analyse and evaluate policy and practice in national and international contexts
- Creative, imaginative and flexible approaches to problem solving in relation to social and individual needs

- The construction of coherent and reasoned arguments and conclusions
- Reflexive and evidence based approaches to data collection and information concerning health and wellbeing issues, outcomes and interventions and their impact on service users.
- Sensitivity to the values and interests of others

Examples of learning, teaching and assessment methods used:

- The presentation, discussion and analysis of competing philosophical, political, theoretical and ideological concepts and their analysis
- The engagement of learners in discussion and analysis of key issues and concepts
- The consistent application of UW LO policy to encourage the growth of critical analytic skills such as the ability to evaluate evidence and arguments and to recognise underpinning assumptions and judgements
- Modules used to address problem solving and decision making skills including those associated with the value base in health and wellbeing
- Module assessments providing the opportunity to reflect on individual and observed practice
- Formative and summative case study work
- Role play and its analysis
- The promotion of reflexivity in research

Practical skills relevant to employment:

- A positive attitude to personal development through critical reflection, self evaluation and social entrepreneurship
- Communicate effectively through a variety of mediums and in a range of contexts
- Interpersonal and team working skills employed to effectively collaborate with others in a range of welfare contexts

Examples of learning, teaching and assessment methods used:

- Skills for practice taught within modules
- The application of theory to practice, critical reflection and self evaluation in the assessments
- The use of discussion and presentations both formatively and summatively
- The use of group and team work in assessments
- The sharing of information in small groups and in the class through presentations and role play
- The use of case study material and research based assessments
- Mandatory and optional work experience modules

Transferable skills of:

- Effective oral and written communication using appropriate academic conventions
- Team working and effective group participation
- Negotiation skills
- Problem solving
- Independence in learning, planning and time management
- Empathy, ethical principles and practice
- Effective use of information technology
- Data analysis and numeracy
- Personal reflection, self assessment and action planning

Examples of learning, teaching and assessment methods used:

- The embedding of study skills within the programme especially at level 4 and through the induction week
- The embedding of research based skills within the programme at all levels
- Written assessment in a variety of formats are used to develop written communication for instance analytic and reflective essays, reports, case study analysis, video and media analysis, open paper exams and research based skills
- Self management skills are developed through the meeting of assignment deadlines, contributing to group work, working with others, individualised assessments where students choose the focus and application, and the independent study at level 6
- Oral skills are developed by peer and whole group discussion, group and individual presentations
- Interpersonal and empathic skills, ethical principles and practice, negotiation and problem solving are embedded within the programme both as individual modules and within module assessment content
- Information technology is used to support the programme and student learning, In addition, all assignments (with the exception of the exams) are submitted in an electronic format
- Pebble pad will be used to embed PDP within the programme alongside reflective and reflexive practitioner approaches

14. Learning, Teaching and Assessment Strategy:

A wide variety of learning and teaching methods are used in order to maximise the achievements, progression and employment opportunities of students with a diverse entry profile, prior practical experience and knowledge. The course provides an appropriate structure of mandatory modules and assessments within which students may:

- Develop a progressive, analytical understanding of the theories, policies, politics, key concepts and values underpinning health and wellbeing
- Apply theory to practice
- Develop a sensitivity to user and client issues
- Acquire progressive academic, practical and transferable skills appropriate to the subject, social entrepreneurship and employment prospects
- Experience different forms of formative and summative assessment activity and approaches to learning and teaching including individualised assessments
- Gain experience in work based learning and assessment
- Develop research skills and a comparative attitude to analysis

Optional modules and their respective assessments provide students with the opportunity to:

- Explore theoretical and practical perspectives related to work with different service user groups and develop the ability to apply theory to practice
- Construct a programme of assessment suited to their individual needs and present or future employment
- Gain practical experience of work in a variety of contexts and organisations and reflect on this through university based assignments

Assessment strategies and student support:

There are six specific components to the Social Welfare assessment strategy:

1. A consistent approach to the development of the ability to apply theory to practice at all levels
2. A high number of mandatory modules at level 4 with the aim of ensuring that students are

appropriately prepared for work within the sector with the knowledge and skills necessary for safe and effective practice

3. An individualised approach to assessments where appropriate
4. A range of assessment strategies supporting the development of subject specific and transferable skills
5. The incorporation of formative assessment strategies within the module teaching
6. The graduated development of a research based skills approach to learning and teaching culminating in the independent study at level 6

The programme does not employ e-learning as a dedicated assessment strategy. However, it is used to support student progress and enrich the learning environment. Web CT and email are consistently used by staff to support student activities and to provide materials, on line discussion, feedback and contact. Students with additional needs find these modes of contact particularly useful.

Students with additional needs are supported by the University Equal opportunities Unit who also support staff to ensure that these students may access the all learning opportunities in an appropriate manner.

Each module conforms to the University's requirements, articulated in the Curriculum Design, and Assessment Policies and takes account of the L&T Assessment Strategy. Thus the learning outcomes at level 4, 5 and 6 differ in terms of the indicated tutor support with progression towards level 6 and independent learning.

15. AWARD MAP BSc (Hons) FOR HEALTH AND WELLBEING

Level 6 BSc Health & Well-Being- Single Honours/Major/Joint/Minor Award Map

LEVEL 6							
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Prerequisites (Code of Module required)
			Single Hons	Major	Joint	Minor	
HEWB 3001 or HEWB 3002	Independent Study (in 1 Semester) Independent Study (across 2 Semesters)	30	M	M	M ²	N/A	HEWB 2003 (equivalent)
HEWB 3003	Contemporary Issues in Health and Well-Being	15	M	M	M	O	None
HEWB 3004	Working in Organisations	15	M	M	O	O	None
HEWB 3100	Applied Public Health	15	O	O	O	O	None
HEWB 3101	Substance Use and Misuse	15	O	O	O	O	None
HEWB 3102	Bereavement and Loss	15	O	O	O	O	None

HEWB 3103	Counselling Theory and Practice	15	O	O	O	O	None
HEWB 3104	Negotiated Study	15	O	O	O	O	None
HEWB 3105	Concepts of Disability	15	O	O	O	O	None
HEWB 3106	Exploring the Evidence-base for Complementary and Alternative Medicine	15	O	O	O	O	HEWB 2100 or equivalent
HEWB 3107	Global and Social Dimensions of Complementary and Alternative Medicine	15	O	O	O	O	HEWB 2100 or equivalent

Single Honours Pathway students must take the double 30 credit Mandatory Independent Study module either HEWB3001 or HEWB3002 (i.e. over one or two semesters) and the mandatory modules, HEWB3003 and HEWB 3004 plus 4 Optional modules from those listed above.

Major Pathway students must take the double 30 credit Mandatory Independent Study module either HEWB3001 or HEWB3002 (i.e. over one or two semesters) and the mandatory modules, HEWB3003 and HEWB3004 plus 2 Optional modules from those listed above (including those modules listed that are shared with another subject).

All Joint Pathway students must take the mandatory module HEWB3003.

All Joint pathway students must take an Independent Study module (2either HEWB3001 or HEWB 3002 or equivalent in their Joint subject or bridging both subjects of the Joint Course by placing 15 credits in each subject).

In addition: Those Joint pathway students taking HEWB 3001/3002 must choose at least 1 Optional module from those listed above (including those modules listed that are shared with another subject).

Joint pathway students who choose to place their 30 credit Independent Study in their other joint subject must choose at least 2 Optional modules from those listed above (including those modules listed that are shared with another subject).

Joint pathway students who choose to place their Independent Study in each of their joint subjects (i.e. 15 credits in each) must choose 2 Optional modules from those listed above (including those modules listed that are shared with another subject).

Minor Pathway Requirements at Level 6

Minor Pathway students do not have any mandatory module requirements at Level 6. However, they must take 2 modules from those listed above (either mandatory or optional modules including those shared with another subject).

16.QAA Academic Infrastructure

The QAA Subject Benchmark for Social Welfare is 'Social Policy and Administration, and Social Work' (2000 revised 2007). There is no single benchmarking for Social Welfare, a programme

that has a vocational component to an essentially academic subject. As a consequence the programme has been carefully constructed to ensure that the content, learning outcomes and assessment strategies though largely related to Social Policy also appropriately reflect the service user and practitioner elements, albeit in a limited form, from the Social Work benchmark.

The programme adheres to the prescriptions of the Framework for Higher Education Qualifications (FHEQ) at all levels of completion Cert. HE, Dip HE, degree without honours and honours graduates. Accordingly the latter will be able to:

a) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;

b) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgments, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;

c) communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

and will have:

d) qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable contexts; and
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

(FHEQ 2001)

17.Support for students

Course based activities and documents:

- A week long induction programme for all entrants
- Social Welfare pathways handbook
- Module outlines for each module including module code, title, level, learning outcomes, teaching activities, timetable, attendance requirements, assessments criteria and reading lists
- Additional Guidelines for the Independent Study in Social Welfare
- The Social Welfare Provider and Practitioner Forum
- A personal tutor responsible for pastoral and academic support and guidance
- A module tutor as a first reference point for academic queries
- An 'open door' policy for access to course leader
- Student representatives on the Course Committee

Central support from university services:

- Programme advisers
- Student SOLE page and the online learning environment
- Student Support services such as accommodation and finance
- Counselling
- Student's Union providing academic and pastoral support, representation, and social

networking

- Information Learning Services (ILS) including library, print, media and I.T.
- Support for additional needs through the Disability and Dyslexia service.
- Careers advice
- International Office for overseas students

All students have the opportunity to study abroad through the International Office. Although level 6 direct entry students are rarely in a position to access this opportunity Applied Social Sciences is developing links with two universities abroad and final year UW students may benefit from contact with students visiting UW and their participation in module sessions

18. Admissions policy, criteria and procedures

Admissions Policy for the course

Please state the policy on admissions (who the course seeks to recruit, for example), together with any commitments to widening participation, equality and diversity, and inclusion.

Entry requirements

Specify the entry requirements for the course in terms of the minimum standard entry qualifications (GCSE and A level requirements) and any professional or other requirements (eg being in relevant work and having employer support). The University's minimum requirements are stated below – modify/add to these as appropriate. Do not include the current UCAS tariff point offer – note reference to publication in prospectus

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Modify the above, if you require English/Maths GCSE and/or specific subjects at A level, and add any further requirements.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures

State the arrangements for making applications and considering applications – ie are student invited for selection interviews, information visits, are they required to undertake selection/admissions tasks etc.

Full-time applicants apply through UCAS (*course code*)
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Set out here the process and criteria for making an offer of a place to students. There is no need to repeat the entry requirements; this section is about the criteria used to determine whether or not a place on the course is to be offered. Criteria must be clear, specific and transparent.

19.Methods for evaluating and improving the quality and standards of teaching and learning

- Student feedback:
 - Module feedback
 - External Examiner Reports
 - Course Committee
 - National Student Survey
 - Social Welfare Forum
 - Module and personal tutors
- Feedback from other sources:
 - External Examiner reports
 - Social Welfare Forum
 - Annual Evaluative Report
 - Periodic review and external scrutiny
 - Peer observation
 - Staff annual appraisal
 - Moderation and second marking
 - UW validation documentation
- IHS committees responsible for monitoring and evaluating quality standards:
 - Course Committee
 - Institute Quality Committee
 - Marketing Admissions and Recruitment Committee
 - Ethics Committee
 - Academic Quality Standards
 - Learning and Teaching Committee
 - Research Committee
 - Student Forum
 - Course Leaders Forum
- UW committees:
 - Undergraduate Modular Scheme
 - Cheating Committee

20.Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass

a module, and in some modules, a pass mark in each item of assessment may be required.

- Some modules have attendance requirements (delete if this does not apply).
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with	Passed a minimum of 360 credits with at least 105

honours

credits at Level 5 or higher and a minimum of 120
credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- classification determined on the profile of the best 3 module (45 credits) grades attained at Level 5 and the best 8 module (120 credits) at Level 6 or
- classification determined on the best 8 module (120 credits) grades attained at Level 6 only

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

This section must also include details of any regulations which specifically apply to the course and/or are different to the standard regulations of the Undergraduate Regulatory Framework. Such regulations must be agreed with the Head of Registry Services and Director of QED and approved by ASQEC

21. Indicators of quality and standards

1. In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education
2. External examiner reports indicate that the course has consistently maintained high standards of academic achievement that the students are able to consistently apply theory to practice even with little experience, that they are enthusiastic about the course, and that the team are responsive to and act on feedback, continually reviewing and developing the programme as a result.
3. The staff team are all involved in either research, scholarly activity, or professional development of some kind. In addition, some are involved in consultancy, KTIE and an L&T project. All have professional practice in social welfare of some nature in their background with tutors associated with the named awards having appropriate practitioner experience
4. Student achievement and awards profiles generally mirror the mean for UW with a consistent few achieving first class honours in each year.

22. Career Opportunities & Links with Employers

- The course prepares individuals to work in a range of social welfare occupations and contexts. The named pathways prepare graduates to work in the specific contexts of child and adolescent mental health, learning disability, and health and social care respectively.
- The most recent graduate destinations data indicates that including educare contexts some 90% of graduates of the degree went into welfare related

occupations

- Graduates of the degree are well prepared for higher or professionally accredited study in related areas such as the Masters in Social Work
- Service user and carer organisations contribute to the teaching
- The course team encourage students in voluntary activities in the UK and abroad supporting the social entrepreneurship agenda and employment prospects
- The Social Welfare Forum is an additional source of opportunities for students to link with employers. It also provides the opportunity for contributions by the latter to the course delivery and is an important source of feedback for course and module reviews
- Students are also positively encouraged to take advantage of the various UW career events

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guides and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.