



UNDERGRADUATE PROGRAMME SPECIFICATION

Programme Title:	Health Studies
Awarding Body:	Staffordshire University
Teaching Institution:	BSc (Hons): Staffordshire University Foundation Year: South Staffordshire College Ashton Sixth Form College
Final Awards:	BSc (Hons) Health Studies BSc (Hons) Health Studies with Foundation Year
Intermediate Awards:	Cert of HE in Health Studies Dip of HE in Health Studies
Mode of Study	Full-time and part-time
UCAS Codes:	L510
QAA Subject Benchmarks:	Health Studies
JACS Code:	B990
Professional/Statutory Body:	None
Date of Production:	June 2013
Date of Revision:	June 2018

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contact us.**

EDUCATIONAL AIMS OF THE PROGRAMME

- To provide a contemporary, broad and diverse outlook on health and social care from the perspective of the individual and the community.
- To acknowledge the impact of societal influence upon the individual to provide an integrated understanding and approach to health and community.
- To encourage work experience opportunities in order to promote employability skills in a variety of health or social care settings.

What is distinctive about this programme?

- Widening participation to Staffordshire University by offering differing routes to progression through partner organisations.
- There is a changing national demographic with an integrated approach to health and social care; the curriculum recognises the social impact on health care and the health impact on social care.
- A combination of blended, distance and face to face learning
- The graduate will have a diverse set of knowledge and skills relative to their understanding of the multi-professional, multi-disciplinary nature of health and social care provision.
- Inter-professional learning/education is achieved through a range of health and social care professionals teaching on the award; learners have the opportunity to work with a range of multi-professionals in the practice setting.
- Opportunity to engage in a variety of work experience settings over the duration of the programme.
- Prepares students for employment in a variety of health and social care settings such as the leisure industry, the private sector, charitable organizations as well as the more traditional health care setting such as the National Health Service.
- Clear progression route to Masters in Public Health or Masters in Negotiated Learning at Staffordshire University.

The Staffordshire Graduate

The Staffordshire Graduate represents a distinctive set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

As a graduate in health studies you will be enabled to gain employment in a variety of settings and will be able to work within a multi / inter-disciplinary team environment. You will have many opportunities to develop and achieve these attributes through engagement with the learning opportunities within the programme as well as through engagement in co-curricular activities such as work experience, volunteering and the development of employability, enterprise and entrepreneurial skills.

On completion of the BSc (Hons) programme you will have met the Staffordshire Graduate qualities in the following ways:

Discipline Expertise:

- You will have an understanding of the forefront of knowledge in health and social care with a critical awareness of policy development and the use of research in these areas

Professionalism:

- You will gain skills in reflective practice, team working and communication with the opportunity to develop these skills through work experience; thereby being work-ready and employable and understand the importance of being enterprising and entrepreneurial

Global Citizenship:

- You will have an understanding of how health and social care is delivered in differing areas and understand how services are designed in a globalised economy

Communication and Teamwork:

- You will be an effective communicator and presenter and able to interact appropriately with a range of colleagues
- You will have developed the skills of independence of thought and (when appropriate) social interaction through teamwork

Reflective and Critical Learner:

- You will have the ability to carry out inquiry-based learning and critical analysis and be able to solve problems and create opportunities

Lifelong Learning:

- You will be technologically, digitally and information literate
- You will be able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning and life-long success.

PROGRAMME OUTCOMES

At the end of your study for the Foundation Year in Health Studies (L3) you will be able to:

Knowledge & Understanding: Demonstrate knowledge of key aspects of health and social care as a multi-disciplinary concept and how health and social care interact upon each other to impact on the individual and their community
Learning: Be aware of, and reflect upon, the key theories and concepts of health and social care identifying the different influences that affect them
Enquiry: Use information technology to find and review literature in relation to health and social care enquiry
Analysis: Undertake straightforward analysis and interpretation of information in relation to health and social care, being aware of current concepts and debates within the area
Problem Solving: Demonstrate an understanding of the different approaches to problem solving within health and social care and begin to suggest possible solutions to problems identified through their study
Communication: Communicate an understanding of key issues studied accurately and reliably in oral and written forms
Application: Apply the knowledge gained across different contexts including the ability to apply theory to practice within the work setting
Reflection: Understand the process of reflection and how it aids your study and skill development

At the end of your study for the BSc (Hons) Health Studies (L6) you will be able to:

Knowledge & Understanding: Demonstrate a systematic understanding of key perspectives on health as a multi-disciplinary concept. Through the study of the literature you will understand some of the 'state of the art' debates in a chosen aspect of health and social care
Learning: Show an awareness of and reflect on the learning process itself and be aware of different perspectives on that process.
Enquiry: Develop the ability to apply critical reading and analysis to the evidence in the areas appropriate to the study key aspects of health, social care and public health.
Analysis: Develop an ability to analyse and critically evaluate a wide range of evidence including research literature in a variety of areas concerned with health studies.

Problem Solving: Develop an ability to analyse situations and suggest possible solutions to problems identified through your studies.

Communication: Demonstrate an ability to communicate your understanding of key issues studied through written assignments, oral presentations, group work and multi-media in a way which would be accessible to non-specialists as well as specialists in health, social care and public health.

Application: Develop an ability to apply your understanding of key issues to a review of critical debates in a chosen area of health.

Reflection: Reflect on and manage your own studies and demonstrate the development of key skills for use in areas of future employment or higher levels of study.

PROGRAMME STRUCTURE, MODULES AND CREDITS

Programme Title: BSc (Hons) Health Studies
BSc (Hons) Health Studies with Foundation Year

Potential Award: Foundation Year Health Studies
120 credits at Level 3

Full Time Route:

L E V E L 3	Teaching Block 1	Skills for Higher Education HEN60000-3 (15 credits)	Communication Skills for Personal Development HEN60007-3 (15 credits)	Health, Choice and the Lifespan HEN60011-3 (30 credits)	Introduction to Health Sciences HEN60010-3 (30 credits)
	Teaching Block 2	Measuring Health and Wellness HEN60009-3 (15 Credits)	Introduction to Health Policy HEN60008-3 (15 credits)		

To progress to Level 4 at least 120 credits must be passed with at least 120 x Level 3 award specific credits

Suggested Part- Time Route:

It is suggested that students undertake 60 credits per year on the part time route to achieve the Foundation Year in two years.

Year One:

L E V E L 3	Teaching Block 1	Skills for Higher Education HEN60000-3 (15 credits)	Health, Choice and the Lifespan HEN60011-3 (30 credits)
	Teaching Block 2	Measuring Health and Wellness HEN60009-3 (15 Credits)	

Year Two:

L E V E L 3	Teaching Block 1	Communication Skills for Personal Development HEN60007-3 (15 credits)	Introduction to Health Sciences HEN60010-3 (30 credits)
	Teaching Block 2	Introduction to Health Policy HEN60008-3 (15 credits)	

Potential Award: Certificate in Higher Education

120 credits at Level 4 or higher

Full Time Route:

L E V E L 4	Teaching Block 1	Developing Skills in Higher Education HEN61078-4 (30 credits)	Introduction to Public Health HSSAP61093-4 (30 Credits)		Healthy Individuals and Society (30 credits) HSSAP61095-4.
	Teaching Block 2			Physical Activity, Exercise and Health HSSAP61092-4 (30 credits)	

To progress to Level 5 at least 120 credits must be passed with at least 90 x Level 4 award specific credits

Potential award: Diploma in Higher Education

240 credits passed with at least 120 x credits at Level 5

L E V E L 5	Teaching Block 1	Research Methods in Health Studies HSSAP62114-5 (30 credits)	Health Policy and Politics HSSAP62116-5 (15 credits)	Principles of Public Health Epidemiology and Biostatistics HSSAP62117-5 (30 credits)	Customer and Stakeholder Engagement in Health Care + Work Experience HSSAP62112-5 (30 credits)
	Teaching Block 2		Ethics in Healthcare Organisations HEN62065-5 (15 credits)		

To progress to Level 6 at least 120 credits must be passed including 90 x Level 5 award specific credits

Potential award: Honours Degree

360 credits must be passed with at least 120 at Level 6 and no more than 120 at Level 3

L E V E L 6	Teaching Block 1	Trans-Cultural Health Issues HSSAP63180-6 (15 credits)	Community Health Needs Assessment HSSAP63179-6 (30 Credits)	Equality and Diversity (DL) HSSAP73321-6 (30 credits)	Health Studies Project HSSAP63182-6 (30 credits)
	Teaching Block 2	Leadership in Health Studies HSSAP63181-6 (15 credits)			

Suggested Part Time Route:

It is suggested that students undertake 60 credits per year to complete the award in 6 years

Year One:

L E V E L 4	Teaching Block 1	Developing Skills in Higher Education HEN61078-4 (30 credits)	Introduction to Public Health HSSAP61093-4 (30 Credits)
	Teaching Block 2		

Year Two:

L E V E L 4	Teaching Block 1		Healthy Individuals and Society HSSAP61095-4. (30 credits)
	Teaching Block 2	Physical Activity, Exercise and Health HSSAP61092-4 (30 credits)	

Year Three:

L E V E L 5	Teaching Block 1	Research Methods in Health Studies HSSAP62114-5 (30 credits)	Principles of Public Health Epidemiology and Biostatistics HSSAP62117-5 (30 credits)
	Teaching Block 2		

Year Four:

L E V E L 5	Teaching Block 1	Health Policy and Politics HSSAP62116-5 (15 credits)	Customer and Stakeholder Engagement in Health Care + Work Experience HSSAP62112-5 (30 credits)
	Teaching Block 2	Ethics in Healthcare Organisations HEN62065-5 (15 credits)	

Year Five:

L E V E L 6	Teaching Block 1	Trans-Cultural Health Issues HSSAP63180-6 (15 credits)	Equality and Diversity (DL) HSSAP73321-6 (30 credits)
	Teaching Block 2	Leadership in Health Studies HSSAP63181-6 (15 credits)	

Year Six:

L E V E L 6	Teaching Block 1	Community Health Needs Assessment HSSAP63179-6 (30 Credits)	Health Studies Project HSSAP63182-6 (30 credits)
	Teaching Block 2		

HOW WILL I BE TAUGHT AND ASESED?

Teaching and Learning

This is a modular programme. Within each module there will be a range of learning and teaching strategies that best fit the learning outcomes of each module.

The teaching, learning and assessment strategies are designed to enable achievement of intended learning outcomes and meet with the QAA Benchmark Statements for Health Studies (QAA 2008) link. In developing these aspects of the curricula, reference has been made to the principles underpinning [Academic Regulations](#). Accordingly learning, teaching and assessment:

- Enables greater independence in the learner as the award progresses
- Promotes an evidence based approach to health and social care
- Demonstrates learning that is theoretical, empirical, personal and ethical
- Develops critical reflective and analytical skills
- Contains lead-lectures and discussion groups to explore key issues and theoretical debates
- Develops problem solving skills and challenges current practices through work based projects

- Includes work experience to help consolidate learning and develop an individualised career pathway.

Independent learning is encouraged as you develop and exhibit ability in the areas of critical reading, analysis and writing. You will be encouraged to explore ideas through independent study and engagement with the virtual learning environment, however the role of tutor facilitated learning is also a key supportive feature of the programmes.

A wide range of strategies will be utilised, reflecting the level of knowledge, the subject area, and the diversity of knowledge and experience that each student brings to the programme. We therefore aim to offer a range of learning approaches that reflect not only the subject matter to be delivered, but also takes consideration of your individual need. Whatever approach is taken, your participation in these processes is crucial to its success, not just for yourself but for the wider student group.

A range of approaches are therefore employed to ensure that;

- Students with different learning styles experience a diversity of learning methods
- Students experience learning methods appropriate to the learning outcomes
- There is parity in the students' experiences of learning methods.
- Students learn to maximise their own learning even when the method is not their favoured one.

You will be expected to participate in:

- Lectures
- Workshop – group tasks
- Seminar – student presentation, discussions, role play sessions
- Virtual Learning Environment (VLE)
- Group tutorials
- Enquiry based learning including problem based learning
- Reading – both directed and self-directed
- Personal self-directed study as well as teacher directed study
- Practice simulation in appropriate areas (i.e. sports skills laboratory at Stoke Campus)
- Work experience opportunities in an area of your preference to be negotiated with the lead tutor

Transferable Skills

Throughout each module you are provided with the opportunity to develop a range of key skills that are

Specifically relevant to the Award
 Transferable to other contexts within and external to your preferred work area
 Recognised by a wide range of employers
 Personally useful throughout life
 Contribute to job satisfaction and progression.

Such skills include identification of individual learning needs, reflective practice, self-assessment and research and presentation skills.

Foundation Year (L3)

The teaching and learning within the Foundation Year Health Studies is aimed at introducing students to key concepts and theories in relation to health and social care as well as developing core study skills that will be continued through all future study that is undertaken within Higher Education Institutions.

Classroom based learning

This will be facilitated and mainly delivered by the module teams within your chosen college, although it may include other specialist visiting lecturers, service users, carers or clinicians and may involve travel to Staffordshire University Campus for specialist tutor input if required. Classroom based learning consists of a variety of strategies aimed at developing your basic understanding of what is meant by health and social care, and how health and well being is measured, as well as developing professional approaches to the workplace. The Foundation Year Health Studies also provides an introduction to the approach to study that is expected within University, developing study skills and the ability to learn at a higher education level. You will participate for example in: key lectures; discussions; tutor led tutorials; student led tutorials; role play; seminars; reflection, Virtual Learning Environment based materials; information technology skills; case based activities; group work; problem solving scenarios.

Diploma of Higher Education (L4 & L5)

The underlying principles guiding the teaching, learning and assessment within the Diploma stage of learning are that all students should acquire and further develop a number of transferable skills such as IT, numeracy, essay writing and presentation skills, as well as start to develop an analytical approach to solving problems.

Classroom based learning

This will be facilitated and mainly delivered by the module teams at Staffordshire University although it may include other specialist visiting lecturers, service users, carers or clinicians. Classroom based learning builds upon the theory and your understanding of what is meant by health and social care, and develops strategies to promote health and well being with individuals and their communities. Classroom based activities may include: key lectures; discussions; tutor led tutorials; student led tutorials; role play; seminars; reflection, Virtual Learning Environment based materials; information technology skills; case based activities; group work; problem solving scenarios.

Work Experience Opportunities

Work experience, whilst encouraged throughout the programme is specifically integrated within the Level 5 module Customer and Stakeholder Engagement in Health Care to provide opportunity for you to develop knowledge and skills in an area of your choice. All areas of health and social care involve a close relationship with customers and partner organisations and within this award you will gain knowledge of the skills required for your development as a health or social care professional. You will have opportunity to observe and apply the theoretical knowledge gained in the classroom into practice in the work setting. A reflective log of your learning is required as evidence of your progression in the workplace and you will receive feedback from the mentor within the workplace of your developing skills.

Experiential Learning

Experiential Learning is seen as a key method of learning and practicing skills that are required on completion of the award. This method of teaching and learning is utilised within the physical activity skills laboratories where you will have the opportunity to undertake assessment and practice basic, non invasive skills that will help develop your understanding of health and social care assessment and referral.

Please note that during physical activity skills sessions you may be requested to take on the role of clients/patients to support your learning (for example you may be asked to volunteer to have a blood pressure cuff applied to your arm). When this is the case you will be asked to provide consent of your agreement to participate after you have received information about what is expected from you from the tutor leading the session. You can withdraw your consent at any time. Written consent will be documented as part of the risk assessment process for the session and will be stored in the cohort file. If you feel that this procedure has not been followed, you should make your concerns known to the Module or Award Leader or your mentor in clinical practice areas.

You will also engage in experiential learning through the use of case scenarios and development of individualised care plans.

Inter-professional Learning

The award will enable you to develop a professional perspective in relation to self and others, this includes developing effective communication skills, being able to contribute productively as part of a team and able to organise time and resources effectively. Students will be experiencing shared learning in the work experience opportunity through working in teams and also gaining experience from staff tutors with a variety of health and social care experiences.

BSc (Hons) Health Studies

The teaching and learning strategy within the BSc (Hons) Health Studies aims to build upon and consolidate the learning gained in previous study; therefore, teaching and learning strategies will be similar to your previous study and will build upon the skills and knowledge previously acquired although there is further emphasis on independent learning. For this reason there is a requirement to undertake a project which brings together all aspects of your learning in relation to theory and work experience to produce an in depth study of one aspect of health or social care of your choice.

Within Level 6 study we encourage you to develop a questioning and analytical approach, to develop your knowledge and to present an informed opinion and aim to provide a safe and supportive environment in which your contribution to learning is received positively.

Independent Learning

Although utilised in earlier awards, as you progress through the programme you will be supported in developing from a novice beginner to an autonomous learner which is an essential lifelong learning skill for future practice. A key feature of this learning experience is the ability to develop and extend your knowledge, link theory to the work place, and facilitate independence. As such each module carries with it an expected amount of independent study time, as well as classroom / practice based

learning. The BSc (Hons) Health Studies Programme includes a distance learning module which will require you to draw upon your previous independent learning skills and engagement with the Virtual Learning Environment to achieve success.

Assessment

The assessment strategy has been informed by the principles of equity, fairness, flexibility and the recognition of practice-based learning and is based on the University's [Assessment Principles and Policy](#). In keeping with the policy a proportion of assessment is under controlled conditions, e.g. the unseen examination and the viva voce. Module assessments have been designed to be appropriate and contribute towards the assessment of the award outcomes and in keeping with the [Assessment Principles and Policy](#) contain methods of formative feedback and summative assessment.

The assessment strategy is aimed at encouraging the exploration of key theoretical debates enhancing your knowledge and understanding through debate and analysis. Consequently, the approach makes use of essays as an effective form of written communication to develop the debates at the appropriate depth. This process enables you to become aware of the application of theories and knowledge to the study of public health as an area of debate. Such an approach also enables the identification of problems in achieving successful implementation of health and well-being in society with the use of creative and innovative solutions using evidence based approach to problem solving.

Inquiry and the use of critically evaluated articles will analyse the issues associated with the use of research in health and social care. However, throughout the course learning through critical reflection on the application of your knowledge within a changing environment will encourage you to be aware of the contested nature of health as an area of debate and study.

Assessment strategies will include:

- Examination
- Essay writing
- Presentations
- Portfolios
- Research reports
- Project work
- Work based portfolio

Further detail of assessment methods will be found in each module handbook.

ADDITIONAL INFORMATION

Entry Requirements (including IELTS score)

IELTS level 7 or equivalent for students whom English is not their first language

What qualifications would I need to join this programme?

The entry requirements for the award are normally:

- Foundation Year: 120 UCAS points
- BSc (Hons) Health Studies: 240 UCAS points

Note that the completion of the Foundation Year is an automatic entry onto the BSc (Hons) Health Studies Award but for other awards (such as pre-qualifying health or social care professional courses) entry may require further interviews and Disclosure and Barring Service clearance.

Disability Statement

Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at: http://www.staffs.ac.uk/courses_and_study/disabled_students/index.jsp

AWARD SPECIFIC INFORMATION

Attendance for all formal teaching or timetabled activities is compulsory. The University's regulations state that if you are absent from a module on four consecutive occasions in a teaching block you may be withdrawn from the module or have your registration cancelled. Note four occasions does not mean four weeks.

Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, learning outcomes at levels below honours, student support, and academic regulations.

THE STAFFORDSHIRE GRADUATE

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

The table below indicates where, within your award, these characteristics are addressed:

AWARD TITLE:	BSc (Hons) Health Studies	
Characteristic	Award Module(s) including level and number of credits	Method of Assessment
Work-ready and employable	L5:Customer Stakeholder and Engagement in Health Care (30 credits)	Seminar presentation 1000 word reflective assessment
Understanding of enterprise and entrepreneurship	L5:Customer Stakeholder and Engagement in Health Care (30 credits)	Seminar presentation 1000 word reflective assessment
	L5:Ethics in Healthcare Organisations (15 credits)	2500 word assessment
	L5: Health Policy and Politics (15 credits)	2500 word assessment
	L6:Community Health Needs Assessment (30 credits)	Group presentation 2000 word assessment
	L6:Leadership in Health Studies (15 credits)	2000 word assessment Seminar presentation
	Understanding of global issues and their place in the global economy	L4:Healthy Individuals & Society (30 credits)
L5:Ethics in Healthcare Organisations (15 credits)		2500 word assessment
L5:Research Methods in Health Studies (30 credits)		2 x 1500 word assessments
L5: Health Policy and Politics (15 credits)		2500 word assessment
L5: Principles of Public Health Epidemiology & Biostatistics (30 credits)		1500 word assessment 60 minute exam
L6:Leadership in Health Studies (15 credits)		2000 word assessment Seminar presentation
L6:Discrimination, Equal Opportunities and Human Rights (30 credits)		2500 word assessment On line assessed seminar activity
Communication skills		L4:Healthy Individuals & Society (30 credits)
	L5:Health Policy and Politics (15 credits)	2500 word assessment

	L5: Principles of Public Health Epidemiology & Biostatistics (30 credits)	1500 word assessment 60 minute exam
	L5:Customer Stakeholder and Engagement in Health Care (30 credits)	Seminar presentation 1000 word reflective assessment
	L6:Community Health Needs Assessment (30 credits)	Group presentation 2000 word assessment
Presentation skills		
	L5:Customer Stakeholder and Engagement in Health Care (30 credits)	Seminar presentation 1000 word reflective assessment
	L6:Leadership in Health Studies (15 credits)	2000 word assessment Seminar presentation
	L6:Discrimination, Equal Opportunities and Human Rights (30 credits)	2500 word assessment On line assessed seminar activity
The ability to interact confidently with colleagues	L4:Developing Skills in Higher Education (30 credits)	2500 word assessment
	L4: Physical Activity, Exercise And Health (30 credits)	Portfolio
	L5:Customer Stakeholder and Engagement in Health Care (30 credits)	Seminar presentation 1000 word reflective assessment
	L6:Leadership in Health Studies (15 credits)	2000 word assessment Seminar presentation
	L6:Discrimination, Equal Opportunities and Human Rights (30 credits)	2500 word assessment On line assessed seminar activity
Independence of thought	L4. Developing Skills in Higher Education (30 credits)	2500 word assessment
	L4: Physical Activity, Exercise And Health (30 credits)	Portfolio
	L5:Ethics in Healthcare Organisations (15 credits)	2500 word assessment
	L5: Health Policy and Politics (15 credits)	2500 word assessment
	L5:Customer Stakeholder and Engagement in Health Care (30 credits)	Seminar presentation 1000 word reflective assessment
	L5:Research Methods in Health Studies (30 credits)	2 x 1500 word assessments
	L6:Leadership in Health Studies (15 credits)	2000 word assessment Seminar presentation
	L6:Health Studies Project (30 credits)	6000 word assessment
	L6:Discrimination, Equal Opportunities and Human Rights (30 credits)	2500 word assessment On line assessed seminar activity
Skills of teamworking	L4: Physical Activity, Exercise And Health (30 credits)	Portfolio
	L4:Healthy Individuals & Society (30 credits)	Multi choice exam 1500 word assessment

	L5: Principles of Public Health Epidemiology & Biostatistics (30 credits)	1500 word assessment 60 minute exam
	L5:Customer Stakeholder and Engagement in Health Care (30 credits)	Seminar presentation 1000 word reflective assessment
	L6:Leadership in Health Studies (15 credits)	2000 word assessment Seminar presentation
	L6:Health Studies Project (30 credits)	6000 word assessment
Ability to carry out inquiry-based learning and critical analysis	L4:Developing Skills in Higher Education (30 credits)	2500 word assessment
	L4:Healthy Individuals & Society (30 credits)	Multi choice exam 1500 word assessment
	L4: Physical Activity, Exercise And Health (30 credits)	Portfolio
	L5:Research Methods in Health Studies (30 credits)	2 x 1500 word assessments
	L5: Principles of Public Health Epidemiology & Biostatistics(30 credits)	1500 word assessment 60 minute exam
	L6:Leadership in Health Studies (15 credits)	2000 word assessment Seminar presentation
	L6: Health Studies Project (30 credits)	6000 word assessment
	L6:Discrimination, Equal Opportunities and Human Rights (30 credits)	2500 word assessment On line assessed seminar activity
Skills of problem solving and creation of opportunities	L4:Developing Skills in Higher Education (30 credits)	2500 word assessment
	L4: Physical Activity, Exercise And Health (30 credits)	Portfolio
	L5:Customer Stakeholder and Engagement in Health Care (30 credits)	Seminar presentation 1000 word reflective assessment
	L5: Principles of Public Health Epidemiology & Biostatistics (30 credits)	1500 word assessment 60 minute exam
	L5:Research Methods in Health Studies (30 credits)	2 x 1500 word assessments
	L6:Discrimination, Equal Opportunities and Human Rights (30 credits)	2500 word assessment On line assessed seminar activity
Technologically, digitally and information literate	L4:Developing Skills in Higher Education (30 credits)	2500 word assessment
	L4: Physical Activity, Exercise And Health (30 credits)	Portfolio
	L5:Customer Stakeholder and Engagement in Health Care (30 credits)	Seminar presentation 1000 word reflective assessment
	L6:Discrimination, Equal Opportunities and Human Rights (30 credits)	2500 word assessment On line assessed seminar activity

Able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning	L5: Principles of Public Health Epidemiology & Biostatistics (30 credits)	1500 word assessment 60 minute exam
	L5: Customer Stakeholder and Engagement in Health Care (30 credits)	Seminar presentation 1000 word reflective assessment
	L5: Health Policy and Politics (15 credits)	2500 word assessment
	L6: Leadership in Health Studies (15 credits)	2000 word assessment Seminar presentation
	L6: Health Studies Project (30 credits)	6000 word assessment
	L6: Discrimination, Equal Opportunities and Human Rights (30 credits)	2500 word assessment On line assessed seminar activity

ADDENDUM FOR DELIVERY AT A PARTNER INSTITUTION

This section should record any matters within the programme specification which do not apply to the delivery at the partner. It should also note any differences in delivery, course content, module choice etc.

Name and location of partner	
Partnership Context	E.G., The awards listed below are part of a franchise arrangement with Staffordshire University.
Awards to be offered at partner	
Aims / Learning Outcomes	
Curricula	
Teaching and Learning	
Assessment	
Admissions Criteria	
Specific Regulations	
Date of completion	

All of the above sections should be completed as appropriate for each partner organisation.

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