

Programme Specification: Undergraduate

For students starting in Academic Year 2019/2020

1. Course Summary

Names of programme(s) and award title(s)	BSc (Hons) Health and Wellbeing BSc (Hons) Health and Wellbeing with International Year (see Annex A for details)
Award type	Single Honours
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Duration	3 years 4 years with International Year between years 2 and 3
Location of study	Keele University – main campus and Clinical Education Centre
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	UK/EU students: Fee for 2019/20 is £9,250* International students: Fee for 2019/20 is £14,800** The fee for the international year abroad is calculated at 15% of the standard year fee
Additional Costs	Please refer to the Additional costs section

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on studying health and wellbeing. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules outside the School of Nursing and Midwifery

* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

and in other disciplines. Thus, it enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

The School of Nursing and Midwifery has a wide range of expertise in understanding and examining health and health-related subjects and therefore is able to support students from diverse and sometimes non-traditional backgrounds to study health and wellbeing and these concepts in the context of national and global society.

3. Overview of the Programme

As a society the focus on health and wellbeing is expanding. Understanding and responding to current public health challenges such as obesity, mental health issues and other lifestyle factors is key to promoting a healthy society. With the economic burden of physical and mental health problems increasing (Scarborough et. al. 2011) it is important to provide opportunities for individuals and groups to enhance their health and wellbeing. However, it is recognised that health and wellbeing are mediated by the individual, society, politics, and organisational structures and processes. The human experiences of health and wellbeing therefore are complex and multi-faceted.

This single honours degree programme allows you to understand and critically analyse the broad range of issues and concepts which affect the health of individuals, groups and communities locally, nationally and internationally. It will enable you to consider four main themes which run throughout the programme in order to examine contemporary and contextual theories, considerations and evaluations of health and wellbeing in political, societal and global arenas. Health and wellbeing are contested concepts and you will have opportunity to engage in critical reflection of the issues surrounding health and wellbeing in today's society whilst at the same time developing your own personal employability skills.

The first of the four themes which spiral through the curriculum is '**Academic, Personal and Professional Development**'. You will have opportunity to study this module in the first year to support your academic development. This development theme will be returned to each year in other modules including the work-based learning module and the dissertation module in year 3. You will also be supported through group and individual tutorials throughout your studies. The aim is to support you not only in your academic growth, but in your development in employability skills and also in understanding your own health and wellbeing. The second theme is broadly termed '**Health and Wellbeing**' but included are the study of the concepts of health and wellbeing, health inequalities, health promotion, lifestyle change and social inclusion and social capital. The third theme is identified as the '**Science of Health**'. Here, issues related to public health, introductions to statistics and epidemiology will be considered as well as the biological, environmental and genetic underpinnings of health. Finally, a '**Research**' theme will underpin the programme. Evidence for health and wellbeing promoting activities will be studied and support provided for you to bring your learning together in a final dissertation.

In addition, there will be opportunities for you to identify optional modules from a range of identified modules within the current school and university structures, to allow choice of study linking to your own developing interests in year 3.

The programme therefore offers you the ability to build up your own employability skills, develop personally and gain key skills and knowledge in health and wellbeing in a flexible manner that allows you to follow some of your interests.

On completion of the programme you may wish to consider postgraduate study or work towards a professional qualification, for example if you have the required clinical hours and other entry criteria, to apply for the MSc (Nursing) programme offered within the School of Nursing and Midwifery. Other university postgraduate programmes may be of interest to you. Employment opportunities may include becoming a wellbeing advisor, working as a public health practitioner (e.g. healthy university coordinator, healthy school's practitioner), working in the voluntary and third sector (e.g. The British Heart Foundation, Dementia UK) or the health – related leisure (e.g. wellbeing advisor) and sport industry or in the social care sector.

4. Philosophy and Aims of the Programme

Philosophy of the Programme

It is recognised that health and wellbeing are concepts which have different meanings dependent on a range of factors and you will have opportunity to examine these concepts fully in their broadest sense. It is acknowledged that health and wellbeing are part of the human experience and that because of this, there are multiple perspectives which affect the way health and wellbeing are understood and lived. Health and wellbeing in individuals and groups are also affected and experienced in different ways in different contexts including locally, nationally and globally. Therefore you will consider the examination of health and wellbeing as an individual or member of a group in societal, political and global contexts. It is acknowledged that during this programme you will also have opportunity to consider your own health and wellbeing and that of a local area of which you are familiar and this is an important facet of the programme. It is hoped that you will gain a sense of how you may go on to achieve enhanced health and wellbeing as you develop your potential as an individual on the programme.

Aims of the Programme

The broad aims of the programme are to enable you to:

- Critically examine health and wellbeing as contested concepts in today's society and analyse the societal, political and global factors that surround the individual and their experiences of health and wellbeing.
- Critically evaluate health and wellbeing inequalities locally, nationally and globally and consider cultural, environmental, biological, political and structural influences on the experiences of groups and communities.
- Develop critical skills to examine a range of methods that are used to research and analyse the health and wellbeing of individuals, groups and communities.
- Develop skills and understanding in examining health and wellbeing problems including the ability to work independently and as a member of a team and to offer multiple solutions that may be taken forward to enhance health and wellbeing in different contexts.
- Critically examine strategies to promote health and wellbeing in contemporary society
- Apply skills developed in examining health and wellbeing issues to offer solutions to a range of issues in order to promote health and wellbeing in its broadest context.

5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

1. Analyse the concepts of health and wellbeing in relation to the individual, groups and wider society and in the context of local, national and global influences and perspectives.
2. Critically discuss complex and multi-factorial determinants of health and wellbeing in individuals, groups and wider society.
3. Critically reflect on the underlying issues related to inequality in health and wellbeing across a range of differing settings.

4. Examine with criticality the concepts of health promotion and health education and present and evaluate solutions to problems detrimental to health and wellbeing across the lifespan in contemporary society.
5. Demonstrate comprehension and application of a range of tools to evaluate health and wellbeing in groups and communities.
6. Critically examine health and social policy, locally, nationally and globally.
7. Interpret information and data presented in a range of different formats in order to make reasoned arguments to suggest resolutions to health and wellbeing problems and issues.
8. Critically evaluate arguments related to the political, ethical, environmental and cultural contexts of the experiences of health and wellbeing of individuals, groups and communities.
9. Critically discuss and appraise research in health and wellbeing and present findings coherently in identified but varying formats.
10. Critically discuss evidence related to health and wellbeing, using a range of communication skills in a variety of settings including inter-professional and work based.

Subject specific skills

Successful students will be able to:

1. Present and communicate information and arguments related to health and wellbeing to a variety of specialist and non-specialist audiences.
2. Analyse the appropriateness of approaches and recommendations that aim to enhance health and wellbeing.
3. Demonstrate ability to work in teams and groups in health and wellbeing related arenas.
4. Demonstrate the ability to manage projects in health and wellbeing related areas.
5. Analyse qualitative and quantitative data in relation to specified health and wellbeing issues and evaluate health and wellbeing research and scholarship.

Key or transferable skills (including employability skills)

Successful students will be able to:

1. Reflect on and evaluate own development in knowledge and skills and plan to minimise skill or knowledge deficit.
2. Communicate effectively to a wide range of specialist and non-specialist audiences.
3. Interpret data and offer solutions to problems based on data analysis.
4. Demonstrate the ability to utilise Information Technology appropriately and in order to maximise effectiveness of effort.
5. Demonstrate participation in team working.

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

6. How is the Programme taught?

The Keele University Learning and Teaching Strategy (2015-2020) supports and promotes all aspects of student learning in relation to five key themes:

- Providing transformative learning opportunities
- Promoting inspirational learning and teaching
- Providing a supportive and inclusive learning community
- Developing students' capabilities
- To provide opportunities for students to learn beyond the curriculum

The School of Nursing and Midwifery embraces this strategy and further addresses specific learning needs of students undertaking this programme of study.

Jerome Bruner's concept of the spiral curriculum (Bruner 1960) has been used as a basis for the programme's development. Bruner identified that if the curriculum was structured as a spiral of repeated engagements this could improve and deepen student's learning in skills, concepts, attitudes and values, and extend their reach. The spiral curriculum therefore has coherence and with the spiral progression supports deeper learning. The BSc (Hons) Health and Wellbeing utilises the four themes of **Academic, Personal and Professional Development; Health and Wellbeing; Science of Health, and Research** to progress throughout the three years of the programme in a coherent manner to enable the student to improve and deepen their knowledge and skills in these areas and meet the programme aims.

The learning and teaching methods used on the programme support the notion of repeated engagements to improve knowledge development and understanding, but will vary according to the subject matter and level of the module. They include the following:

- *Lectures* - the lecturer will impart information, stimulate interest and provide a medium for the considered application of theory to contemporary society and provide students with a framework and context for further reading and independent study, to broaden and deepen their existing professional knowledge and understanding of the core concepts of health and wellbeing.
- *Group work* – the lecturer will facilitate the group to learn together by researching a topic area and sharing learning with each other. This enables students to grow in confidence and recognise peer support and learning.
- *Seminars* - the lecturer will focus on a topic of interest and relevance to the module with in-depth discussion in a small group to further develop students' confidence, competence and communication skills. Seminars will be arranged as small group sessions with an emphasis on individual student development and opportunity given to:
 - Explore specific learning intentions and/or any difficulties
 - Provide formative feedback and clarification of learning
 - Create a climate for learning through structured reflection on contemporary society and related health and wellbeing concepts and the inter-relationship with knowledge, research and skill development
 - Provide effective support for students
- *Blended learning approaches*: the University's virtual learning environment will be used to facilitate online discussions, 'blogs', conditional release tasks and access to a wide range of learning resources and research tools.
- *Case study work*- the lecturer and/or students will present a specific case and use this as a vehicle for discussion and critical analysis.
- *Work based learning* - students will experience a work-based opportunity in a health and wellbeing related area to develop their employability skills and knowledge.
- *Field work* – Lecturers will facilitate field trips and visits to appropriate and relevant organisations or locations

to ground students learning in local and national contexts.

- *Individual Study* - students will be self-directed in relation to the various study demands of each module and its assessment. This is particularly relevant to portfolio development and the dissertation in the final module.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Lead lectures and independent study enable students to broaden and deepen their existing professional knowledge and understanding of the core concepts of health and wellbeing.
- Seminars and small group work enable students to explore a topic to considerable depth and to rationalise their opinions and actions within the safe, but challenging company of their peers. This further develops students' confidence, competence and communication skills.
- Case studies and case-based problem-solving scenarios facilitate linking of theory to contemporary society; they encourage critical analysis and evidence-based discussion as students are drawn into the rhetoric / reality debate that such scenarios often generate.
- Web-based learning facilitates breadth and depth of learning as participants engage in critical and challenging discussion with a large, multi-professional audience. Furthermore, communication skills are enhanced as students learn the nuances of web-based communication with people from a variety of disciplines.
- Simulated activities allow students to practise skills, self-assess their knowledge, understanding and skills alongside their ability to reflect in action, problem solve, and make decisions which in turn should build their competence and confidence.
- During the work based learning module, you will have support to identify a suitable experience. The School has a wealth of experience in supporting students in a work-place setting and this is underpinned by the University's Code of Practice for Placement Learning. Therefore a risk assessment, placement plans and support for your work based experience will be provided.

7. Teaching Staff

In total there are 51.7 FTE lecturers within the School with an overall staff to student ratio of 14:1. The majority of staff have recordable teaching qualifications or are working towards achievement of these. Moreover, they have extensive experience of teaching at undergraduate and postgraduate level and many are external examiners at other universities. Staff are registered with their professional body, and some staff have dual qualifications; currently one member of staff also has registration as a social worker. Staff are actively encouraged to hold honorary contracts with health care provider organisations and to utilise this to ensure they remain updated with contemporary issues within their own field. A number of staff have additional roles or memberships with external organisations for example Member of the Institute for Health Promotion and Education, Nursing and Midwifery Council Reviewers, Member of the Royal College of Nursing Education Forum Steering Committee, Member of NHS Ethics Committee, Supervisor of Midwives and Local Provider Committees.

The School has a number of staff that hold PhDs or are working towards this qualification. There is a robust professional development strategy which includes an annual research and scholarship programme, alongside annual appraisal and personal development planning. Many staff hold, or are working towards, Fellowship of the Higher Education Academy. Staff are actively involved in research across the School and belong to one of the School's four research groups.

Honorary lecturers, visiting lecturers and leading clinicians are integral to the delivery of modules within the programme and are utilised where appropriate, in addition the School has a number of clinical staff on secondment to the School.

Staff from the School and Faculty have a vast range of unique and specialist knowledge in health and wellbeing. Staff working in the Institute of Primary Care and Health Sciences have extensive experience in epidemiology and public and global health research. The programme team will utilise this and other expertise from the wider Faculty and University to provide teaching on this programme. Visiting experts will also contribute to the programme.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme’s content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

A summary of the credit requirements per year is as follows. All modules are compulsory; i.e. modules that you are required to study on this course.

Module lists

Year 1 (Level 4)

Compulsory modules	Module Code	Credits	Semester
Academic, Personal and Employability Development	NUR -10041	15	One
Introduction to Health and Wellbeing	NUR-10042	30	One
The Biological and Environmental Basis of Health and Wellbeing	NUR -10043	15	One
Introduction to Global Health and Wellbeing	NUR -10044	15	Two
Perspectives in Health and Disease	NUR 10045	30	Two
Searching for Evidence in Health and Wellbeing	NUR- 10046	15	Two

Year 2 (Level 5)

Compulsory modules	Module Code	Credits	Semester
Lifestyle and Change in Contemporary Society	NUR -20135	15	One
Promoting Health and Wellbeing	NUR -20136	30	One
Research in Health and Wellbeing	NUR -20137	15	One
Work Based Learning for Health and Wellbeing	NUR -20138	15	Two
Introduction to Public Health and Epidemiology	NUR -20139	30	Two
Mental Health and Wellbeing	NUR- 20140	15	Two

Year 3 (Level 6)

Compulsory modules	Module Code	Credits	Semester
Social Inclusion, Health and Wellbeing	NUR -30216	15	One
Challenges in Health and Social Policy	NUR- 30218	15	One
Health and Wellbeing Dissertation	NUR -30217	30	One
Promoting Health and Wellbeing in Children and Young People	NUR -30207	30	Two
Leadership and Team working in Health and Wellbeing Promotion	NUR-30219	30	Two

For further information on the content of modules currently offered, please visit:

www.keele.ac.uk/recordsandexams/az

Learning Outcomes

The table below sets out what students learn in each year of the programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning. In Year 1 (Level 4) and Year 2 (Level 5) and Year 3 (Level 6) these learning outcomes are achieved in the compulsory modules which all students are required to take.

Year 1 (Level 4)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
1. Analyse the concepts of health and wellbeing in relation to the individual, groups and wider society and in the context of local, national and international influences and perspectives.	Introduction to Health and Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and Wellbeing Perspectives in Health and Disease	Case Study Presentation MCQ Exam Written Exam Portfolio
2. Critically discuss complex and multi-factorial determinants of health and wellbeing in individuals' groups and wider society.	Introduction to Health and Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and Wellbeing Perspectives in Health and Disease	Case Study Presentation Written Exam Written Assignment
3. Critically reflect on the underlying issues related to inequity and inequality in health and wellbeing across a range of differing settings.	Introduction to Health and Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and Wellbeing	Case Study Presentation Written Exam

	Perspectives in Health and Disease	
4. Examine with criticality the concepts of health promotion and health education and present and evaluate solutions to problems detrimental to health and wellbeing in contemporary society	Introduction to Health and Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and Wellbeing Perspectives in Health and Disease	Case Study Presentation MCQ Exam Written Exam
5. Demonstrate comprehension and application of a range of tools to evaluate health and wellbeing in groups and communities.	Introduction to Health and Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and Wellbeing Perspectives in Health and Disease Searching for Evidence in Health	Case Study Presentation MCQ Exam Written Exam Written Assignment
6. Critically examine health and social policy locally, nationally and internationally.	Introduction to Health and Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and Wellbeing Perspectives in Health and Disease Searching for Evidence in Health	Case Study Presentation Written Exam Written Assignment
7. Interpret information and data presented in a range of different formats in order to make reasoned arguments to suggest resolutions to health and wellbeing problems and issues.	Academic, Personal and Employability Development Introduction to Health and Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and Wellbeing Perspectives in Health and Disease Searching for Evidence in Health	Portfolio Case Study Presentation MCQ Exam Written Exam Written Assignment
8. Critically evaluate arguments related to the political, ethical, environmental and cultural contexts of the experiences of health and wellbeing of	Academic, Personal and Employability Development Introduction to Health and	Portfolio Case Study Presentation

individuals, groups and communities.	Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and Wellbeing Perspectives in Health and Disease Searching for Evidence in Health	Written Exam Written Assignment
9. Critically discuss and appraise research in health and wellbeing and present findings coherently in identified but varying formats.	Academic, Personal and Employability Development Introduction to Health and Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and Wellbeing Perspectives in Health and Disease Searching for Evidence in Health	Portfolio Case Study Presentation Written Exam Written Assignment

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
1. Present and communicate information and arguments related to health and wellbeing to a variety of specialist and non-specialist audiences.	Academic, Personal and Employability Development Introduction to Health and Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and Wellbeing Perspectives in Health and Disease Searching for Evidence in Health	Portfolio Case Study Presentation MCQ Exam Written Exam Written Assignment
2. Analyse the appropriateness of approaches and recommendations that aim to enhance health and wellbeing	Academic, Personal and Employability Development Introduction to Health and Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and	Portfolio Case Study Presentation MCQ Exam Written Exam Written Assignment

	Wellbeing Perspectives in Health and Disease Searching for Evidence in Health	
3. Demonstrate ability to work in teams and groups in health and wellbeing related arenas	Academic, Personal and Employability Development Introduction to Health and Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and Wellbeing Perspectives in Health and Disease Searching for Evidence in Health	Portfolio Case Study Presentation Written Exam Written Assignment
4. Demonstrate the ability to manage projects in health and wellbeing related areas	Academic, Personal and Employability Development Introduction to Health and Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and Wellbeing Perspectives in Health and Disease Searching for Evidence in Health	Portfolio Case Study Presentation MCQ Exam Written Exam Written Assignment
5. Analyse qualitative and quantitative data in relation to specified health and wellbeing issues and evaluate health and wellbeing research and scholarship.	Academic, Personal and Employability Development Introduction to Health and Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and Wellbeing Perspectives in Health and Disease Searching for Evidence in Health	Portfolio Case Study Presentation MCQ Exam Written Exam Written Assignment

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
1. Reflect on and evaluate own	Academic, Personal and	Portfolio

<p>development in knowledge and skills and plan to minimise skill or knowledge deficit.</p>	<p>Employability Development</p> <p>Introduction to Health and Wellbeing</p> <p>The Biological and Environmental basis of Health and Wellbeing</p> <p>Introduction to Global Health and Wellbeing</p> <p>Perspectives in Health and Disease</p> <p>Searching for Evidence in Health</p>	<p>Case Study</p> <p>Presentation</p> <p>MCQ Exam</p> <p>Written Exam</p> <p>Written Assignment</p>
<p>2. Communicate effectively to a wide range of specialist and non-specialist audiences</p>	<p>Academic, Personal and Employability Development</p> <p>Introduction to Health and Wellbeing</p> <p>The Biological and Environmental basis of Health and Wellbeing</p> <p>Introduction to Global Health and Wellbeing</p> <p>Perspectives in Health and Disease</p> <p>Searching for Evidence in Health</p>	<p>Portfolio</p> <p>Case Study</p> <p>Presentation</p> <p>MCQ Exam</p> <p>Written Exam</p> <p>Written Assignment</p>
<p>3. Interpret data and offer solutions to problems based on data analysis</p>	<p>Academic, Personal and Employability Development</p> <p>Introduction to Health and Wellbeing</p> <p>The Biological and Environmental basis of Health and Wellbeing</p> <p>Introduction to Global Health and Wellbeing</p> <p>Perspectives in Health and Disease</p> <p>Searching for Evidence in Health</p>	<p>Portfolio</p> <p>Case Study</p> <p>Presentation</p> <p>MCQ Exam</p> <p>Written Exam</p> <p>Written Assignment</p>
<p>4. Demonstrate the ability to utilise Information Technology appropriately and in order to maximise effectiveness of effort</p>	<p>Academic, Personal and Employability Development</p> <p>Introduction to Health and Wellbeing</p> <p>The Biological and Environmental basis of Health and Wellbeing</p> <p>Introduction to Global Health and Wellbeing</p> <p>Perspectives in Health and Disease</p>	<p>Portfolio</p> <p>Case Study</p> <p>Presentation</p> <p>MCQ Exam</p> <p>Written Exam</p> <p>Written Assignment</p>

	Searching for Evidence in Health	
5. Demonstrate successful team working	Academic, Personal and Employability Development Introduction to Health and Wellbeing The Biological and Environmental basis of Health and Wellbeing Introduction to Global Health and Wellbeing Perspectives in Health and Disease Searching for Evidence in Health	Portfolio Case Study Presentation Written Exam Written Assignment

Year 2 (Level 5)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
1. Analyse the concepts of health and wellbeing in relation to the individual, groups and wider society and in the context of local, national and international influences and perspectives.	Lifestyle and Change in contemporary society Promoting Health and Wellbeing Research in Health Work-Based Learning Introduction to Public Health and Epidemiology Mental Health and Wellbeing	Reflective Diary Presentation Written assignment Critical appraisal of literature Portfolio Action Plan Local Profile Essay
2. Critically discuss complex and multi-factorial determinants of health and wellbeing in individuals' groups and wider society.	Lifestyle and Change in contemporary society Promoting Health and Wellbeing Research in Health Work-Based Learning Introduction to Public Health and Epidemiology Mental Health and Wellbeing	Reflective Diary Presentation Written assignment Critical appraisal of literature Portfolio Action Plan Local Profile Essay
3. Critically reflect on the underlying issues related to inequity and inequality in health and wellbeing across a range of differing settings.	Lifestyle and Change in contemporary society Promoting Health and Wellbeing Research in Health Work-Based Learning Introduction to Public Health and	Reflective Diary Presentation Written assignment Critical appraisal of literature Portfolio Action Plan

	Epidemiology Mental Health and Wellbeing	Local Profile Essay
4. Examine with criticality the concepts of health promotion and health education and present and evaluate solutions to problems detrimental to health and wellbeing in contemporary society	Lifestyle and Change in contemporary society Promoting Health and Wellbeing Research in Health Work-Based Learning Introduction to Public Health and Epidemiology Mental Health and Wellbeing	Reflective Diary Presentation Written assignment Critical appraisal of literature Portfolio Action Plan Local Profile Essay
5. Demonstrate comprehension and application of a range of tools to evaluate health and wellbeing in groups and communities.	Lifestyle and Change in contemporary society Promoting Health and Wellbeing Research in Health Work-Based Learning Introduction to Public Health and Epidemiology Mental Health and Wellbeing	Reflective Diary Presentation Written assignment Critical appraisal of literature Portfolio Action Plan Local Profile Essay
6. Critically examine health and social policy locally, nationally and internationally.	Lifestyle and Change in contemporary society Promoting Health and Wellbeing Research in Health Work-Based Learning Introduction to Public Health and Epidemiology Mental Health and Wellbeing	Reflective Diary Presentation Written assignment Critical appraisal of literature Portfolio Action Plan Local Profile Essay
7. Interpret information and data presented in a range of different formats in order to make reasoned arguments to suggest resolutions to health and wellbeing problems and issues.	Lifestyle and Change in contemporary society Promoting Health and Wellbeing Research in Health Work-Based Learning Introduction to Public Health and Epidemiology Mental Health and Wellbeing	Reflective Diary Presentation Written assignment Critical appraisal of literature Portfolio Action Plan Local Profile Essay
8. Critically evaluate arguments related to the political, ethical, environmental and cultural contexts of the experiences of health and wellbeing of	Lifestyle and Change in contemporary society Promoting Health and Wellbeing	Reflective Diary Presentation Written assignment

individuals, groups and communities.	Research in Health Work-Based Learning Introduction to Public Health and Epidemiology Mental Health and Wellbeing	Critical appraisal of literature Portfolio Action Plan Local Profile Essay
9. Critically discuss and appraise research in health and wellbeing and present findings coherently in identified but varying formats	Lifestyle and Change in contemporary society Promoting Health and Wellbeing Research in Health Work-Based Learning Introduction to Public Health and Epidemiology Mental Health and Wellbeing	Reflective Diary Presentation Written assignment Critical appraisal of literature Portfolio Action Plan Local Profile Essay

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
1. Present and communicate information and arguments related to health and wellbeing to a variety of specialist and non-specialist audiences.	Lifestyle and Change in contemporary society Promoting Health and Wellbeing Research in Health Work-Based Learning Introduction to Public Health and Epidemiology Mental Health and Wellbeing	Reflective Diary Presentation Written assignment Critical appraisal of literature Portfolio Action Plan Local Profile Essay
2. Analyse the appropriateness of approaches and recommendations that aim to enhance health and wellbeing	Lifestyle and Change in contemporary society Promoting Health and Wellbeing Research in Health Work-Based Learning Introduction to Public Health and Epidemiology Mental Health and Wellbeing	Reflective Diary Presentation Written assignment Critical appraisal of literature Portfolio Action Plan Local Profile Essay
3. Demonstrate ability to work in teams and groups in health and wellbeing related arenas	Lifestyle and Change in contemporary society Promoting Health and Wellbeing Research in Health	Reflective Diary Presentation Written assignment Critical appraisal of literature

	<p>Work-Based Learning</p> <p>Introduction to Public Health and Epidemiology</p> <p>Mental Health and Wellbeing</p>	<p>Portfolio</p> <p>Action Plan</p> <p>Local Profile</p> <p>Essay</p>
4. Demonstrate the ability to manage projects in health and wellbeing related areas	<p>Lifestyle and Change in contemporary society</p> <p>Promoting Health and Wellbeing</p> <p>Research in Health</p> <p>Work-Based Learning</p> <p>Introduction to Public Health and Epidemiology</p> <p>Mental Health and Wellbeing</p>	<p>Reflective Diary</p> <p>Presentation</p> <p>Written assignment</p> <p>Critical appraisal of literature</p> <p>Portfolio</p> <p>Action Plan</p> <p>Local Profile</p> <p>Essay</p>
5. Analyse qualitative and quantitative data in relation to specified health and wellbeing issues and evaluate health and wellbeing research and scholarship.	<p>Lifestyle and Change in contemporary society</p> <p>Promoting Health and Wellbeing</p> <p>Research in Health</p> <p>Work-Based Learning</p> <p>Introduction to Public Health and Epidemiology</p> <p>Mental Health and Wellbeing</p>	<p>Reflective Diary</p> <p>Presentation</p> <p>Written assignment</p> <p>Critical appraisal of literature</p> <p>Portfolio</p> <p>Action Plan</p> <p>Local Profile</p> <p>Essay</p>

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
1. Reflect on and evaluate own development in knowledge and skills and plan to minimise skill or knowledge deficit.	<p>Lifestyle and Change in contemporary society</p> <p>Promoting Health and Wellbeing</p> <p>Research in Health</p> <p>Work-Based Learning</p> <p>Introduction to Public Health and Epidemiology</p> <p>Mental Health and Wellbeing</p>	<p>Reflective Diary</p> <p>Presentation</p> <p>Written assignment</p> <p>Critical appraisal of literature</p> <p>Portfolio</p> <p>Action Plan</p> <p>Local Profile</p> <p>Essay</p>
2. Communicate effectively to a wide range of specialist and non-specialist audiences	<p>Lifestyle and Change in contemporary society</p> <p>Promoting Health and Wellbeing</p> <p>Research in Health</p> <p>Work-Based Learning</p> <p>Introduction to Public Health and</p>	<p>Reflective Diary</p> <p>Presentation</p> <p>Written assignment</p> <p>Critical appraisal of literature</p> <p>Portfolio</p>

	Epidemiology Mental Health and Wellbeing	Action Plan Local Profile Essay
3. Interpret data and offer solutions to problems based on data analysis	Lifestyle and Change in contemporary society Promoting Health and Wellbeing Research in Health Work-Based Learning Introduction to Public Health and Epidemiology Mental Health and Wellbeing	Reflective Diary Presentation Written assignment Critical appraisal of literature Portfolio Action Plan Local Profile Essay
4. Demonstrate the ability to utilise Information Technology appropriately and in order to maximise effectiveness of effort	Lifestyle and Change in contemporary society Promoting Health and Wellbeing Research in Health Work-Based Learning Introduction to Public Health and Epidemiology Mental Health and Wellbeing	Reflective Diary Presentation Written assignment Critical appraisal of literature Portfolio Action Plan Local Profile Essay
5. Demonstrate successful team working	Lifestyle and Change in contemporary society Promoting Health and Wellbeing Research in Health Work-Based Learning Introduction to Public Health and Epidemiology Mental Health and Wellbeing	Reflective Diary Presentation Written assignment Critical appraisal of literature Portfolio Action Plan Local Profile Essay

Year 3 (Level 6)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
1. Analyse the concepts of health and wellbeing in relation to the individual, groups and wider society and in the context of local, national and international influences and perspectives.	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People	Poster and supporting paper Oral Exam Oral Presentation Dissertation

2. Critically discuss complex and multi-factorial determinants of health and wellbeing in individuals' groups and wider society.	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People	Poster and supporting paper Oral Exam Oral Presentation Dissertation
3. Critically reflect on the underlying issues related to inequity and inequality in health and wellbeing across a range of differing settings.	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People	Poster and supporting paper Oral Exam Oral Presentation Dissertation
4. Examine with criticality the concepts of health promotion and health education and present and evaluate solutions to problems detrimental to health and wellbeing in contemporary society	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People Leadership and Team Working in Health and Wellbeing promotion	Poster and supporting paper Oral Exam Oral Presentation Dissertation Group Presentation
5. Demonstrate comprehension and application of a range of tools to evaluate health and wellbeing in groups and communities.	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People Leadership and Team Working in Health and Wellbeing promotion	Poster and supporting paper Oral Exam Research Proposal Dissertation Group Presentation
6. Critically examine health and social policy locally, nationally and internationally.	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People	Poster and supporting paper Oral Exam Dissertation
7. Interpret information and data presented in a range of different formats in order to make reasoned arguments to suggest resolutions to health and wellbeing problems and issues.	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People	Poster and supporting paper Oral Exam Oral Presentation Dissertation
8. Critically evaluate arguments related to the political, ethical, environmental and cultural	Social Inclusion and Health Challenges in Health and Social	Poster and supporting paper Oral Exam

contexts of the experiences of health and wellbeing of individuals, groups and communities.	Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People	Dissertation
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Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
1. Present and communicate information and arguments related to health and wellbeing to a variety of specialist and non-specialist audiences.	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People	Poster and supporting paper Oral Exam Oral Presentation Dissertation
2. Analyse the appropriateness of approaches and recommendations that aim to enhance health and wellbeing	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People	Poster and supporting paper Oral Exam Dissertation
3. Demonstrate ability to work in teams and groups in health and wellbeing related arenas	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People Leadership and Team Working in Health and Wellbeing promotion	Poster and supporting paper Oral Presentation Oral Exam Dissertation Group Presentation Reflective Analysis
4. Demonstrate the ability to manage projects in health and wellbeing related areas	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People Leadership and Team Working in Health and Wellbeing promotion	Poster and supporting paper Oral Exam Oral Presentation Dissertation Group Presentation
5. Analyse qualitative and quantitative data in relation to specified health and wellbeing issues and evaluate health and wellbeing research and scholarship.	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in	Poster and supporting paper Oral Exam Oral Presentation Dissertation

	Children and Young People	
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Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
1. Reflect on and evaluate own development in knowledge and skills and plan to minimise skill or knowledge deficit.	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People Leadership and Team Working in Health and Wellbeing promotion	Poster and supporting paper Oral Exam Dissertation Reflective Analysis
2. Communicate effectively to a wide range of specialist and non-specialist audiences	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People	Poster and supporting paper Oral Exam Oral Presentation Dissertation
3. Interpret data and offer solutions to problems based on data analysis	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People	Poster and supporting paper Oral Exam Dissertation
4. Demonstrate the ability to utilise Information Technology appropriately and in order to maximise effectiveness of effort	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People	Poster and supporting paper Oral Exam Oral Presentation Dissertation
5. Demonstrate successful team working	Social Inclusion and Health Challenges in Health and Social Policy Health and Wellbeing Dissertation Promoting Health and Wellbeing in Children and Young People Leadership and Team Working in Health and Wellbeing promotion	Poster and supporting paper Oral Exam Dissertation Group Presentation

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

Honours Degree	360 credits	You will require at least 120 credits at levels 4, 5 and 6 You must accumulate at least 270 credits in health and wellbeing (out of 360 credits overall), with at least 90 credits in each of the three years of study, to graduate with a named single honours degree in Health and Wellbeing.
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

Health and Wellbeing with International Year: in addition to the above students must pass a module covering the international year in order to graduate with a named degree in Health and Wellbeing with International Year. Students who do not complete, or fail the international year, will be transferred to the three-year Health and Wellbeing programme.

10. How is the Programme assessed?

The wide variety of assessment methods used within Health and Wellbeing at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and supporting you to prepare for your assessment in a variety of ways. This may include group tutorials or practice presentations for example. The team also provide timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Health and Wellbeing:

- Portfolio and Personal Development Plan
- Case study
- Presentation
- Multiple Choice Question Exam
- Group Project
- Written Exam
- Written assignment
- Reflective Diary
- Essay
- Poster
- Dissertation

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within five working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	20%	18%	18%
Guided independent Study	80%	76%	82%
Placements	0%	6%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>.

14. What are the typical admission requirements for the programme?

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
Health and Wellbeing	CCD	None	An overall score of 26 or above to include 3 Higher level subjects.	MMM	Access to HE Diploma with 96 Tariff points	Maths at C (or 4) English Language at C (or 4) or equivalent qualifications.

NB: Applicants are expected to have a minimum of 2 years post GCSE study or work experience. Although it is recognised that some applicants will be mature students where this may not be applicable.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<http://www.keele.ac.uk/qa/accreditationofpriorlearning/>

15. How are students supported on the programme?

Students are supported in their academic studies, in a work-based setting, and pastorally during their programme. All students have opportunity to gain feedback on work submitted which is given robust and constructive feedback to support academic development. In the work-based setting student progress is reviewed by the personal tutor.

The School of Nursing and Midwifery has been commended for the excellent support it provides to its students. On the BSc (Hons) Health and Wellbeing you can expect to be supported in the following ways:

Personal Tutor

All students registered on the BSc (Hons) Health and Wellbeing programmes are allocated a Personal Tutor to provide support and advice. The Personal Tutor is normally a Lecturer from the School of Nursing and Midwifery who is available to provide pastoral support and academic advice to their allocated students. In addition to providing support and advice, Personal Tutors review their students' progress, and meet with each student formally at least twice a semester. Personal Tutors are allocated to students from the start of the programme and will normally remain their Tutor throughout their studies in the School. All Personal Tutors are accessible to students by email and personal answer phones. Students are allocated an alternative tutor, should their Personal Tutor be absent from the School for a prolonged period of time.

Support from Module Lecturers

Module Lecturers will provide support to the student regarding specific aspects of learning and teaching. Module Lecturers may offer guidance on assessment work.

Disability Liaison Officer

The School has a Disability Liaison Officer whose role is to support students with disabilities and ensure reasonable adjustments are implemented. The Disability Liaison Officer can advise you on matters relating to disability, including Dyslexia/Specific Learning Difficulties.

Wider Network of Student Support

Students have access to a wide range of support within the University via Student Services incorporating:

- Disability and Dyslexia Support
- Careers and Employability Service
- International Student Support
- Counselling and Wellbeing
- Student Financial Support
- Student Life and Learning
- Occupational Health

Keele Students' Union also offers support through their sabbatical officers and the Independent Advice Unit.

16. Learning Resources

The School of Nursing and Midwifery has excellent facilities and is situated at the Hospital Campus Site at the University Hospitals of North Midlands NHS Trust (UHNM) and provides a state-of-the-art learning environment. The teaching accommodation includes a lecture theatre, various size classrooms, seminar rooms, tutorial rooms and a clinical skills suite. The school has purchased a range of electronic packages and licences to aid dynamic, flexible individualised learning including Pebble Pad e-portfolio. Teaching will also occur at the main university campus which offers the full range of teaching accommodation including lecture theatres, seminar rooms and classrooms of various sizes.

In addition to the University Learning Resource Centre and Library facilities on main campus, the School provides excellent facilities with a 75-seated computer suite and multidisciplinary health library. This provides an extensive range of books, journals and electronic resources <http://www.keele.ac.uk/healthlibrary/>. Information skills training and academic writing skills sessions are available from library staff. The Library and IT Suite have extended opening hours. The Keele virtual learning environment (KLE) will be utilised via Blackboard as a resource to support and complement the learning and teaching approach of the curriculum.

17. Other learning opportunities

Study abroad (semester)

Single semester study abroad is not currently available to students on the Health and Wellbeing programme.

Study Abroad (International Year)

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided at Annex A.

18. Additional costs

The programme includes one work-based learning module where students will be expected to arrange a work-related experience which may include travel to the work base, and costs associated with the organisation. These will be met by the student. Other costs are estimated in the table below:

Activity	Estimated cost
Field courses – compulsory- field trip including coach transport and museum entry. (Year 1, Year 2 and Year 3)	£100
Travel – As specified above for work- based learning-	Individual variations
Disclosure and Barring Service (DBS) potentially for work based learning	£45
Total estimated additional costs	Minimum £110 plus individual variations as above

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

We do not anticipate any further costs for this undergraduate programme.

19. Quality management and enhancement

The quality and standards of learning in Health and Wellbeing are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Nursing and Midwifery is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the BSc (Hons) Health and Wellbeing programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programme is run in accordance with the University's Quality Assurance procedures and is subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every BSc (Hons) Health and Wellbeing module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the BSc (Hons) Health and Wellbeing Programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the BSc (Hons) Health and Wellbeing Programme is considered and acted on at regular meetings of the Student Staff Voice

Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions;
- Confirming all marks which contribute to a student's degree;
- Reviewing and giving advice on the structure and content of the programme and assessment procedures.

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/ga/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

The BSc (Hons) Health and Wellbeing programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. QAA Subject Benchmark Statement: Health Studies 2016: http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-health-studies-16.pdf?sfvrsn=779ff781_8
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Document Version History

Date of first approved version (v1.0): 4th October 2018

Revision history

Version number ¹	Author	Date	Summary of and rationale for changes

References & Bibliography

Bruner, J.S. (1960) The Process of Education. Cambridge MA: Harvard University Press

Scarborough, P., Bhatnager, P., Wickramasinghe, K.K., Allender, S., Foster, C., and Rayner, M. (2011) The economic burden of ill health due to diet, physical inactivity, smoking, alcohol, obesity in the UK: An update to 2006-07 NHS costs. Journal of Public Health vol 33 (4) pp 527-535

¹ 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University's Guidance on processes supporting curriculum changes)

Annex A

Health and Wellbeing with International Year

International Year Programme

Students registered for Single Honours Health and Wellbeing may either be admitted for or apply to transfer during their period of study at Level 5 to the Single Honours 'Health and Wellbeing with International Year'. Students accepted onto this programme will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the Health and Wellbeing programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for 'Health and Wellbeing with International Year'.

International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

Entry Requirements for the International Year

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 60% across all modules at Level 5 is normally required)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1st and 2nd year tutors and programme director)

Student Support

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutor, in line with recommended Personal Tutoring meeting points.
- Support from the University's Global Education Team

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

- i) Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
- ii) Discuss the benefits and challenges of global citizenship and internationalisation

- iii) Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.

In addition, students who complete 'Health and Wellbeing with International Year' will be able to:

- iv) Examine issues related to the health and wellbeing of individuals, groups and communities within a global context.
- v) Analyse health promoting opportunities and their barriers and enablers to implementation within cultural specific contexts.

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

Course Regulations

Students registered for the 'Health and Wellbeing with International Year' are subject to the course specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline area.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any Health and Wellbeing module with significant overlap to Level 6 modules to be studied on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

Additional costs for the International Year

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.