



Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BSc (Hons)
1.5 FHEQ Level:	4, 5 and 6
1.6 Programme Title:	Health and Wellbeing Practitioner
1.7 Mode and Duration of Study:	Full Time – 3 years Part Time – 6 years
1.8 School:	Health and Wellbeing
1.9 HECoS Code:	100473
1.10 Collaborative Provision Arrangement:	None
1.11 UCAS Code(s):	HWB1
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
1.14 QAA Subject Benchmarking Group(s):	Health Studies (2019)
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, 2015 QAA UK Quality Code for Higher Education The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Register of Exercise Professionals (REPs) Facing the Facts, Shaping the Future: A draft healthcare workforce strategy for England to 2027, NHS, Health Education England. 2017

Fit for the Future – Public Health People: A review of the public health workforce, May 2016

Physical Activity: applying All Our Health, Public Health England, Jan 2018
English

1.16 Language of Study (for learning, teaching and assessment):

1.17 Work-Based Learning Arrangements:

HWBD05 – Work Based Learning will provide a specific work-based learning module for the programme

1.18 Foundation Degree Progression Routes:

N/A

1.19 Arrangements for Distance Learning:

N/A

1.20 Original Date of Production:

December 2018

1.21 Date of Commencement:

September 2020

1.22 Review Date:

September 2026

2. Programme Outline

The BSc (Hons) Health and Wellbeing Practitioner programme responds directly to public health concerns and transformational changes taking place within health care provision. Key national documents such as the NHS's Five Year Forward View, Facing the Facts, Shaping the Future, Health Education England's Framework 15, and the Centre for Workforce Intelligence's Horizon Scanning 2035 project have clearly documented the need to change and provide different career opportunities in the delivery of health services. The reports call for a development of the public health workforce and a radical upgrade in illness prevention and public health services. With a focus on reducing workload, increasing efficiency and improving patient outcomes the government is providing financial incentives to encourage NHS providers to engage with and develop collaborative networks with the voluntary sector, community-based provider organisations and secondary care trusts to develop and enhance health care provision locally and nationally.

The programme will establish a comprehensive understanding of the relationship between physical activity, lifestyle and health. It will ensure students are academically and vocationally prepared to understand the challenges, faced by health and wellbeing professionals when taking a holistic response to public health and patient centred health care. Aligned to QAA benchmark statements the multi-disciplinary programme utilises a core curriculum of established academic sub-disciplines such as physiology, psychology, sociology, nutrition and human movement sciences to inform students.

With a focus on science, policy and practice students will learn the importance of enhancing health and preventing diseases across a range of social groups within society. They will gain an understanding of how human behaviour and social engagement are instrumental in societal health and wellbeing. Graduate students will have the ability to design, deliver and evaluate a variety of health intervention programmes for clients and patients utilising physical activity, nutrition, social engagement and behaviour change models in an applied context to improve individual, community and national health. Opportunities for engagement with external clients and patients are embedded in modules (e.g. Exercise for Health, Work Based Learning, Nutrition for Health and Advanced Lifestyle Practitioner) throughout the programme across all years.

BSc Health and Wellbeing Practitioner students will focus on the prevention and management of a wide range of health conditions (e.g diabetes, musculoskeletal disorders, cardiovascular

disease, obesity, cancer etc.) and learn about health promotion/education, inequalities in health and wellbeing, monitoring, evaluation and assessment of health and wellbeing in groups/communities, developing/commissioning and implementing policies and programmes, and generating research evidence linking physical.

2.1 Integrating Sustainability into the Curriculum

The programme team is responsible for embedding sustainability into the curriculum. The overarching aim is to empower students to become global citizens while also increasing their employability. We implement this through adherence to the broad term of sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities and cultural diversity. The programme team work alongside other university-wide agendas such as employability and student engagement to embed these concepts wider.

Higher Education is recognised as an important ground for application of these essential skills. The ‘instructor-learner’ relationship is a unique one where learners apply, and instructors observe, “sustainability-in-action” in the context of a variety of strength and conditioning disciplines. The curriculum has been thoughtfully aligned and made relevant to ensure these principles are continually implemented.

3. Distinctive Features

In recognition of the skills needed to effect change the BSc (Hons) Health and Wellbeing Practitioner programme will develop the health and wellbeing work force via its distinctive model of undergraduate provision. The programme provides a robust learning experience that is vocationally driven to ensure graduates entering the health care industry are equipped with the skills needed to understand the holistic nature of health and wellbeing and to support the rapidly changing face of health care provision. With a view on holistic health care students are provided a broad, interdisciplinary, evidence-based health and wellbeing curriculum. Importantly, the programme is designed for students to become practically competent when working with diverse health care providers and client groups and is underpinned by current research and professional practice. Consequently, the programme offers a balance of intellectual and practical skills and is specifically focused towards developing students’ knowledge and understanding of health and wellbeing and applying this within meaningful practice in line with University values.

All modules have been developed by staff across the School of Sport, Health and Wellbeing and deliver expert, research informed content related to several external reference points (e.g. Quality QAA benchmark statements for Health Studies, The Kings Fund, Fit for the Future – Public Health People: A review of the public health workforce, and Health Care Programmes). Bespoke health and wellbeing modules e.g Physiological Bases of Health and Wellbeing, Exercise Prescription and the fitness professional, Nutrition for Health, Advanced Lifestyle Practitioner, Public Health Nutrition map directly against professional standards as outlined by organisations such as CIMSPA and the REPs.

The programme is endorsed by CIMSPA and has been mapped to their professional standards on Working with People with Long Term Conditions and Health Navigator. In addition, all students work towards registration with REPs which maintains The National Occupational Standards (NOS) developed by Skills Active, the Sector Skills Council for Active Leisure and Wellbeing, by completing professional certification in each year of study. Sample qualifications are presented below:

Professional Qualifications recognised by the Register of Exercise Professionals

Year of Study	Qualification	REPS Level
1	Gym Instructor	II
1	Group Exercise Instructor	II
1	Exercise to Music	II
1	Aqua Exercise Instructor	II
2	Personal Trainer	III
3	Exercise Referral Instructor	III
3	Health Related Fitness for Children	II
3	Specialist Instructor	IV

Students will develop key practical skills through work undertaken at the Universities' human sciences laboratories and through engagement with the various health and wellbeing programmes (e.g. Back Pain and Cancer clinics) delivered within the university and via our partnerships with allied health and medical sectors. Students experience working with patients and external clients provides excellent opportunities to enhance their employability.

To summarise, key national documents have clearly documented the need to change and provide different career opportunities in the delivery of health services and identify the need to provide a public health workforce to reduce the burden of avoidable ill health. The BSc (Hons) Health and Wellbeing Practitioner programme will provide students with a comprehensive and holistic understanding of the relationship between physical activity, lifestyle and health and will ensure students are academically and vocationally prepared to address the challenges, faced by health and wellbeing professionals in maintaining and enhancing public health.

The distinctive features of the degree programme include:

- National Recognition of the programme through CIMSPA endorsement
- The opportunity to gain REPs Qualifications (up to Level 4 Specialist Instructor) via embedded learning opportunities.
- The practical application of the subject knowledge at every level of the degree programme and in every module;
- The use of exceptional university facilities (Marjon Clinics, British Association of Sport and Exercise Sciences Accredited laboratories) to demonstrate the practical and applied nature of the discipline;
- The opportunity for students to undertake bespoke modules which underpin the role of physical activity and nutrition for maintaining and enhancing health and wellbeing;
- The embedding of transferable employability skills in health and wellbeing.;
- The opportunity to work with patients and clients, within a module structure, and as part of a health and wellbeing team to gain additional professional and employability skills;
- The opportunity to be mentored by highly experienced and qualified staff with a wealth of practitioner experience.

4. Programme Aims

Generic programme aims:

- Develop students' critical thought, intellectual reasoning and practical competence for the application of science to satisfy the needs of society for the provision of skilled health and wellbeing practitioners.
- Help students from diverse cultural and social backgrounds to fulfil their potential in both intellectual and practical domains.
- Provide a stimulating and caring learning environment in which students feel secure and motivated to learn.
- Prepare students for employment or postgraduate study by ensuring they understand the integration of theory, experimentation, and the ability to develop theory into practice.

Specific programme aims:

- To develop comprehensive knowledge and a critical understanding of the concepts, theories and principles underpinning health and wellbeing provision in the context of the individual and wider society.
- To enhance employability with the development of a range of skills which ensure that students become technically proficient in an array of applied and laboratory-based assessments and monitoring techniques relevant to the sector.
- To allow students to develop their research and practical skills in applied aspects of health and wellbeing with an appreciation of moral, ethical, education and legal issues.
- To allow students to design, implement and evaluate safe and effective health and wellbeing programmes and interventions for the promotion of health across society.
- To develop the intellectual skills necessary to be able to take full advantage of further study, including progression onto postgraduate study.
- To provide conditions for vocational learning and applied practice with a range of work-based and practical opportunities.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. A comprehensive and critical understanding of the science disciplines underpinning human structure, function, movement and health;
2. A critical understanding of the determinants of health and how physical and psycho-social contexts shape the health of both the individual and the nation as a whole.
3. A critical understanding of how health care interventions affect human experience of health, physical and mental wellbeing and illness (at an individual or population level), including those with specific needs or conditions.
4. An appreciation and understanding of the moral, ethical and legal issues which underpin professional health care practice.
5. The ability to apply the concepts, theories and policies associated with health care through a range of contexts and be able to deliver and evaluate applied practice.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

6. The ability to critically assess and evaluate evidence and to develop reasoned and informed argument.
7. The ability to describe, analyse, interpret and summarise information critically, using a variety of appropriate techniques, to prescribe action for health care programmes or interventions.

8. The ability to interpret knowledge and information and apply subject-specific theories, paradigms, concepts or principles to solve problems in theoretical and practical contexts.
9. The ability to research and critically evaluate theories, principles and concepts in health care with minimal supervision and an increasing independence.
10. The ability to apply existing theories, concepts and techniques to solve new problems

Practical skills:

By the end of this programme students should be able to demonstrate:

11. Safe and effective laboratory and field-based skills, to include risk assessment and the identification of emergency procedures.
12. Technical proficiency in the application of appropriate needs analysis to inform health care programmes and interventions in different populations.
13. The ability to select, design, prescribe and implement appropriate health care interventions for different populations.
14. Competence in the monitoring of procedures to evaluate health care provision and interventions.
15. Effective communication with client and associated professional populations and the ability to communicate ideas, concepts and disseminate knowledge.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

16. The ability to communicate in a variety of forms.
17. Critical reflection and evaluation of personal strengths and weaknesses.
18. Effective team work, and team membership, and take responsibility for leadership where appropriate.
19. Appropriate selection and management of information using appropriate ICT including the internet, word processing, spreadsheets and statistical software packages.
20. The ability to select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.
21. Confidence to challenge received opinion and debate, within the health care sector in a professional manner.
22. The ability to take responsibility for their learning and continuing professional development within a health care context.
23. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing. (level 4)
24. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5)
25. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6)

6. Learning and Teaching Methods

Method	Description
Case Study	A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario-based learning activities.

Computer based learning / E-learning	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Critique / Group Critique	The presentation of work in progress to peers and/or staff / professionals in order to gain constructive criticism to enable development.
Critical reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.
Directed Study and reading	Specific reading task set by the lecturer for students.
Field work	Visits or Offsite sessions for the purposes of research. This would encompass data collection sessions together with visits to relevant organisations. An investigation carried out in the field rather than in a laboratory or lectures room
Formative peer assessment	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject.
Electronic material	This includes VLE based exercises and other software
Experiential Learning	Uncertified learning gained from experience. Such learning may be capable of assessment and accreditation and may have been gained in a number of ways, for example, in paid work; in unpaid work; as a result of courses attended in educational establishments or at work; through self-directed study.
Group discussion and seminar	A focus group work together to discuss opinions and gauge their responses to specific stimuli.
Group Work / discussion	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group.
Guest speaker	Using specialists from the field to present to students. Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.
Independent learning/directed self-study	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Lecture/Lead lecture whole group lectures	Subject introduced and delivered by the teacher in a specific time which transmits information
Observation (methods)	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.
Peer group study	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject
Personal and professional development planning:	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Portfolio / E-Portfolio / Resource File:/Reflective Portfolio:	A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations and task sheets, digital media. A compilation of tasks, reports, plans and evaluations provide evidence of students' achievement.

Practical / Practical sessions (including Field and Laboratory based investigations)	Student activity, e.g. learning a skill or group work. This can also include laboratory sessions, coaching sessions in the sports hall and conditioning sessions in the fitness suite.
Presentation	Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.
Critical Reflection	Critical reflection, or reflective practice, is the ability to reflect on one's actions so as to engage in a process of continuous learning. It often involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential.
Seminars / Seminar group	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised, and debates can be conducted.
Student-led presentation	Where used, these may not be assessed. However, where they occur in LEL modules with an exam, students are assured of an exam question on their presentation topic. Thus, work on their presentation has an 'end'.
Student teaching episodes	Students observe peers'/colleagues' presentations in order to provide critical, constructive feedback.
Tutorial / one-on-one tutorial	One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work.
Video viewing and analysis	Students view instructional/educational videos for academic content
Virtual Learning Environment	A software system designed to support teaching and learning in an educational setting.
Work-Based Learning	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a live working environment, while being monitored and supported.
Workshop / Laboratory-based workshop	A group of people engaged in intensive study or work normally in a creative or practical field.

6.1 Learning Enhancement

The central teaching and learning methods are identified on individual module descriptors. Where applicable module delivery is enhanced via the application of any of the teaching methods identified in Section 6.1: Teaching Environment

6.2 e-Learning

The BSc (Hons) Health and Wellbeing Practitioner programme team recognise the increasing contribution that digital resources make to the learning experiences of students. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and online resources. The team utilise digital technology to support student development and ensuring they engage with digital technologies within modules across the three years of the programme. For example, learning enhancement activities will be publicised in an annual calendar and available to all students and in specific modules students are required to create a blog and web presence. The programme utilises social media by way of a blog and a twitter feed that encourages dissemination of health and wellbeing material from professional bodies, academics and professional networks. In addition, students have open access to extensive computer facilities within the University to support their studies.

7. Modes of Assessment

Method	Description
Artefact	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.
Case study	An analysis of a real-life example within the field of sport and exercise science.
Critical review	A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation. An essay style assignment critically evaluating literature pertinent to a topic.
Essay	An assessed piece of writing used to provide feedback to the trainee to improve their learning and target areas that require further work. The grade does not contribute to the final module mark.
Ethical Approval Application	Completed documentation relating to a piece of research that is appropriate for ethical review scrutiny. Prepared with a research proposal.
Formal examination (online examination)	An examination is an assessment intended to measure a test-taker's knowledge, skill, aptitude, physical fitness or classification in many other topics (e.g., beliefs). An exam may be administered verbally, on paper, on a computer, or in a predetermined area that requires the exam-taker to demonstrate or perform a set of skills. Exams vary in style, rigour and requirements. For example, in a closed book test, an exam taker is usually required to rely upon memory to respond to specific items whereas in an open book test, the exam taker may use one or more supplementary tools such as a reference book or calculator when responding.
Honours Project	An in-depth independent study of 10000 words (or equivalent). This study may be the result of carrying out a primary research project.
Learning agreement	A contract style agreement evidencing an action plan for improving specific aspects of learning in an HE environment.
Oral Presentation:	A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic. They could be individual or group.
Portfolio / E-Portfolio / Resource File/Online Reflective diary	A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations and task sheets and may use digital media. A compilation of weekly tasks, brief laboratory reports, reflective diary and evaluations as evidence of students' achievement.

Practical Exam/Assessment	Examination of personal performance in for example instructing, coaching, leading lab sessions, ICT.
Presentation	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis of the subject.
Reflective Essay	Students will critically reflect on their experiences, allowing them to identify best practice, challenges and areas for improvement within their own work.
Report / Laboratory Report	A written response structured in an agreed format, based on individual research of a selected topic which may include practical research. A structured written account of a laboratory practical with analysis/discussion of results.
Research proposal	A precise and coherent summary of a proposed research project setting out the central issues to be addressed and the ethical procedures to be followed.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

The BSc (Hons) Health and Wellbeing Practitioner degree provides opportunities for students to apply their knowledge and understanding in vocationally relevant workplaces and gain additional skills and experiences that will enhance their future employability. Students will have structured work experience opportunities and will have the opportunity to select workplace settings to tailor the programme towards their area of interest.

All students that engaged in work-based modules are allocated a University Placement Advisor who confirms the appropriateness of the student's placement and agrees the focus of the placement and its associated assessment. Students negotiate their placement aims with the host organisation and their university placement advisor. All placements adhere to the University Policy on Placement Learning. The specific work-based module runs for the whole of the second academic year. Students work within an organisation that reflects the nature of their degree programme and which aligns to their future career aspirations.

Students engage with industry at several points throughout their programme, through applied projects and in practical delivery of health and wellbeing related programmes. The programme is strongly vocationally orientated, and students review their career aspirations in year 1 and complete a Career Development Plan to ensure they maximise opportunities to enhance their future employability, via direct opportunities at university and via external opportunities. In addition to understanding health and wellbeing provision it is essential that students understand health care provision at a local and national level. The programme has strong links with local health care providers and is well positioned to provide students with a broad range of work-based learning opportunities. Moreover, these placement opportunities are strengthened via the Universities Alumni working in the health care industry. Alumni case studies provide clear links to career progression for current students.

10. Programme Structure

The programme structure is noted below. Year 1-3 of the programme is prescribed, and all modules are compulsory.

The research methods module is integral to successful completion of a 40c honours project in year 3. The Honours Project is an accumulation and a culmination of subject knowledge and

understanding, transferable skills, practical skills and intellectual skills gained through the BSc (Hons) Health and Wellbeing Practitioner programme. The completion of an honours project is therefore a reflection on a skill set, specific to health and wellbeing, which will aid future employability. Successful completion is therefore imperative in order to ensure graduates have every opportunity to succeed in their chosen careers.

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
HWBC01	The Health and Wellbeing Professional (<i>Immersive module</i>)	20	100% Practical	Semester A	Compulsory	Condonable
HWBC02	Exercise for Health	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
HWBC03	The Anatomy and Physiology of Health and Wellbeing	20	50% Coursework 50% Exam	Semester A	Compulsory	Condonable
PYCC02	Health and Wellbeing	20	100% Practical	Semester A	Compulsory	Condonable
HWBC04	Sociological Perspectives in Health and Wellbeing	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable
HWBC05	Health Care Provision	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
HWBD01	Exercise Prescription and the Fitness Professional	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
HWBD02	Nutrition for Health	20	100% Coursework	Semester A	Compulsory	Condonable
HWBD03	Behaviour Change for Health and Wellbeing	20	100% Coursework	Semester B	Compulsory	Condonable
HWBD04	Health Promotion	20	40% Coursework 60% Exam	Semester B	Compulsory	Condonable
SESD55	Research Methods & Analysis in Sport and Health Sciences	20	100% Coursework	Semester X	Compulsory	Condonable

HWBD05	Work-Based Learning – Health and Wellbeing	20	100% Coursework	Semester X	Compulsory	Condonable
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Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
HWBH01	Advanced Lifestyle Practitioner	20	60% Coursework 40% Practical	Semester A	Compulsory	Condonable
HWBH02	Physical Activity, Public Health and Policy	20	50% Coursework 50% Exam	Semester A	Compulsory	Condonable
HWBH03	Nutrition Across the Lifespan	20	100% Coursework	Semester B	Optional	Condonable
PYCH06	Mental Health, Lifelong Conditions and Young People	20	100% Coursework	Semester B	Optional	Condonable
SSCH06	Community Psychology	20	100% Coursework	Semester B	Optional	Condonable
SESHP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Condonable

Key: Semester X = A & B

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
HWBC01	The Health and Wellbeing Professional <i>(Immersive module)</i>	20	100% Practical	Semester A	Compulsory	Condonable
HWBC02	Exercise for Health	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
HWBC03	The Anatomy and Physiological of Health and Wellbeing	20	50% Coursework 50% Exam	Semester A	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCC02	Psychological perspectives in Health and Wellbeing	20	100% Practical	Semester A	Compulsory	Condonable
HWBC04	Sociological Perspectives in Health and Wellbeing	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable
HWBC05	Health Care Provision	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
HWBD01	Exercise Prescription and the Fitness Professional	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
HWBD02	Nutrition for Health	20	100% Coursework	Semester A	Compulsory	Condonable
HWBD03	Behaviour Change for Health and Wellbeing	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
HWBD04	Health Promotion	20	40% Coursework 60% Exam	Semester B	Compulsory	Condonable
SESD55	Research Methods & Analysis in Sport and Health Sciences	20	100% Coursework	Semester X	Compulsory	Condonable
HWBD05	Work Based Learning – Health and Wellbeing	20	100% Coursework	Semester X	Compulsory	Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
HWBH01	Advanced Lifestyle Practitioner	20	60% Coursework 40% Practical	Semester A	Compulsory	Condonable
PYCH06	Mental Health, Lifelong Conditions and Young People	20	100% Coursework	Semester B	Optional	Condonable
SSCH06	Community Psychology	20	100% Coursework	Semester B	Optional	Condonable
HWBH03	Nutrition across the lifespan	20	100% Coursework	Semester B	Optional	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
HWBH02	Physical Activity, Public Health and Policy	20	50% Coursework 50% Exam	Semester A	Compulsory	Condonable
SESH01	Honours Project	40	100% Coursework	Semester X	Compulsory	Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
HWBC01	The Health and Wellbeing Professional <i>(Immersive module)</i>	1,2,4,5
HWBC02	Exercise for Health	1,3,4,5
HWBC03	The Anatomy and Physiology of Health and Wellbeing	1,2,3
PYCC02	Health and Wellbeing	1,2,5
HWBC04	Sociological Perspectives in Health and Wellbeing	1,2,5

Threads Level 5

Module Code	Module Title	Thread
HWBC05	Health Care Provision	1,3,5,6
HWBD01	Exercise Prescription and the Fitness Professional	1,2,3,4,5
HWBD02	Nutrition for Health	1,2,4,5,6
HWBD03	Behaviour Change for Health and Wellbeing	1,4,5,6
HWBD04	Health Promotion	1,3,4,6
SESD55	Research Methods & Analysis in Sport and Health Sciences	1,2,5

Threads Level 6

Module Code	Module Title	Thread
HWBD05	Work-Based Learning – Health and Wellbeing	1,5,6
HWBH01	Advanced Lifestyle Practitioner	1,2,3,4,5,6
HWBH02	Physical Activity, Public Health and Policy	1,2,3,6
HWBH03	Nutrition Across the Lifespan	1,2,3,4,5,6
SESH51	Honours Project	1,2,3,4,5,6

1. Critical theory, research enquiry, skills for learning, professionalism and employability.
2. Pathophysiological, sociological and psychological aspects of chronic disease.
3. Health care provision, disease prevention and management.
4. Lifestyle management and behaviour change for health.
5. Applied practical and clinical skills.
6. Health and Wellbeing policy and programme implementation and evaluation.

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

CIMSPA

12. Professional Advisory Group

An informal professionally based advisory team provides valuable guidance regarding the on-going development of the programme, placement opportunities and career opportunities for students. The programme was developed following discussions with a range of external partners, prospective students and external consultants and mapped against core competencies and professional standards as described by REPs and CIMSPA.

Alongside the professional standards, working with existing health and wellbeing providers and NHS representatives informs the curriculum both at module and programme level through module content, for example practical requirements sought by employers, innovative forms of assessment to evaluate competencies, or work placement opportunities.

13. Academic Progression Opportunities

Students with a BSc Honours degree will have the opportunity to pursue post graduate education. Students may access the University's Post Graduate Certificate in Education with a specialism in either Primary or Secondary physical education; master's level study; MRes or PhD studentships. Students will be made aware that post graduate progression is available within the context of lifelong learning and relationships with the Alumni often results in further study in the future.

Students will be made aware that honours and post graduate progression is available within the context of lifelong learning and long-term relationships with the Alumni often results in further study in the future.

14. Employability and Career Progression Opportunities

Key national documents have clearly documented the need to change and provide different career opportunities in the delivery of health services with calls for a development of the public health workforce and a radical upgrade in prevention and public health to close the health and

wellbeing gap, and to reduce the burden of avoidable ill health. The BSc (Hons) Health and Wellbeing Practitioner degree provides a programme which addresses the future of health and wellbeing provision.

The BSc (Hons) Health and Wellbeing Practitioner degree opens up a broad range of career options and graduates may go on to NHS graduate schemes or fulfilling careers in the NHS, private healthcare sectors and related fields, nationally and internationally. The requirement for informed, highly skilled graduates in health and wellbeing who can enable individuals to take ownership for their own health and wellbeing via improved lifestyle choices and increased physical activity is likely to increase as government initiatives such as “everyone Active”, “moving more, Living More”, Change4life, Schools Sports Premium etc. necessitates the requirement for skilled staff. In addition to government initiatives offering employment opportunities exist for health and wellbeing graduates with private sector opportunities following the development of initiatives such as Nikes’ “Design to Move” coalition and Coca-Colas’ Parklives programme and with voluntary sector groups such as the Richmond Group (e.g. Breakthrough Breast Cancer and Macmillan) of leading health charities.

Opportunities for health and wellbeing graduates exist as practitioners within health improvement, addressing inequalities in health care provision, advocacy, developing/commissioning and implementing policies and programmes, monitoring, evaluation and assessment of health in groups/communities, education and generating research evidence underpinning health care provision and evaluation. Entry level posts include working as a community or public health practitioners and /or advisors for or groups requiring specific health interventions. Career progression opportunities include roles such as public health/policy manager, programme coordinators or project leaders. Career opportunities out with the NHS include an array of opportunities to design interventions that use physical activity and social engagement as intervention components to improve health and wellbeing. Sample areas of employment include:

- Health and Wellbeing Practitioner
- Public health officer
- Public health promotion (primary care, local government, charities, consumer groups)
- Government/Policy (National/International)
- Public relations/freelance consultancy
- Educator – Community/public health and academia
- Private Practice – Health and Wellbeing Practitioner

Specific employability skills addressed throughout the programme include:

- Analytical thinking and innovation
- Active learning and reflective practice
- Creativity, originality and initiative
- Critical thinking and analysis
- Complex problem-solving
- Leadership and social influence
- Emotional intelligence
- Reasoning, problem-solving and ideation
- Systems analysis and evaluation
- ICT Proficiency and Productivity
- Digital Collaboration, Participation, Communication
- Digital Information and Data Management

- Digital Learning and Teaching
- Digital Problem Solving, Creation & Development
- Digital Security, Well-being and Identity

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

*Each student has a PDT who takes a pastoral, academic and career development support role in conjunction with Marjon Futures who fully support students throughout their programme by offering students enriching career, travel, volunteer, enterprise and professional development opportunities.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Students will be invited to participate in the National Student Survey (NSS). In addition feedback at programme level will be achieved through programme and module evaluation surveys.

17. Other Stakeholder Feedback

Feedback is continually sought, and received, from graduates, employers, previous external examiners and colleagues from other HE institutions. The focus of the feedback is typically based on employability and on how to best prepare graduates for the work environment. The programme team respond to this feedback in a positive and proactive manner and duly incorporate it into the curriculum.

Feedback from employers suggested a more explicit link with employability skills and this is evidenced in the curriculum at years 1, 2 and 3. In addition to aligning the programme with

recognised professional standards (i.e. REPs, CIMSPA) the provision of modules such as HWBC01, HWBC02, HWBD01, HWBD05 and HWBH01 have a strong applied and employability focus.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

