

## MSc Public Health Course Information Form (CIF) – Taught

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
<b>Course Title</b>	MSc
<b>Qualification</b>	Public Health
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	AA
<b>Mode(s) of Study and Duration</b>	Full-Time over 12 or 15 months Part-Time over 24 or 36 months
<b>Core Teaching Pattern</b>	Core pattern 3 Core pattern 6
<b>FHEQ Level</b>	7
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	Not applicable
<b>PSRB Renewal Date</b>	Not applicable
<b>University of Bedfordshire Employability accreditation</b>	Not yet available
<b>Route Code (SITS)</b>	MSPUHAAF MS8PHAAF
<b>Subject Community</b>	Public health
<b>UCAS Course Code</b>	Not applicable
<b>Relevant External Benchmarking</b>	QAA Quality Code section A1 (The Framework for Higher Education Qualifications) at Level 7 SEEC (2010) Credit level descriptors for Higher Education, Southern England Consortium for Credit Accumulation and Transfer (Accessed at <a href="http://www.seec.org.uk">www.seec.org.uk</a> ) Faculty of Public Health key skills for public health professionals - Public Health Skills and Career Framework (2008)

## Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

### Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
PUB002-6	7	15	Epidemiology in public health	Core
PUB008-6	7	15	Public health protection	Core
PUB012-6	7	15	Healthcare commissioning	Core
PUB013-6	7	15	Health and social care inequalities	Core
PUB014-6	7	15	Ethical and legal issues in healthcare	Core
PUB015-6	7	15	Public health intelligence	Core
PUB016-6	7	15	Public health research methods	Core
PUB017-6	7	15	Principles, policies and issues in public health	Core
PUB010-6	7	60	Dissertation	Core

### Why study this course

Choose this course to develop a critical understanding of how the research process is applied in the study of public health, how public health policy is developed and implemented in developed and developing nations, and the potential impact of global drivers of reform on future policy. Upon completion of this course all students become eligible to apply for fellow membership of the UK Royal Society for Public Health. In addition, there are a range of career opportunities including public health analyst, public health programme manager and public health specialist. The course can also act as a platform for postgraduate research (MRes/MPhil/PhD) study in public health. The course provides you with sufficient grounding for the UK Faculty of Public Health Part I examination.

### Course Summary – Educational Aims

Public Health has become an increasingly significant focus of government plans worldwide, initiating developments at both national and local level within multiple health care settings. This course focuses on the applied principles of Public Health relevant to students from all around the world. It is designed to develop your practical and critical public health skills, underpinned by a sound understanding of associated theories. It is based on the principles set out in the UK Government's White Paper on Public Health - *Healthy lives, healthy people*, according to which the National Health Service should improve health and prevent disease, not just provide treatment for those who are ill. The course has been developed to (i) address the core competencies from the UK Faculty of Public Health, (ii) facilitate an in-depth understanding of health issues from local, national and global perspectives, and (iii) focus on the applied elements of public health and utilise a research informed teaching curriculum.

The course curriculum utilises case-studies from different parts of the world, is aimed at both medically and non-medically qualified applicants, from Health Service and non-Health Service backgrounds, including those in primary or secondary care, nursing and professions related to medicine, health promotion, health care research, health management and anyone wishing to develop a career in public health. It has been designed to enable you to build on your existing professional knowledge and expertise in Public Health.

<b>Entry requirements</b>
Standard entry requirements apply to this course. In addition, students should hold a relevant health or social care degree (grade 2:2 or higher). It is also highly desirable that candidates have some experience of working within a health (preferably in public health) or social care sector. A minimum IELTS score of 6.0 with 5.5 in each band or equivalent for EU and international applicants.
<b>PSRB details</b>
Not applicable
<b>Graduate Impact Statements</b>
<p>This course is designed to develop graduates who are able to:</p> <ul style="list-style-type: none"> <li>• Recognise the important significance of public health and public health practice worldwide, initiating developments at both national and local level within multiple healthcare settings.</li> <li>• Contribute specialist expertise in public health relevant to students to improve health and prevent disease, thereby bringing lasting change in people's health status.</li> <li>• Create an effective 'community of inquiry' to foster group learning and support within the global drivers of reform in health systems; and a critical appreciation of policy development and implementation globally.</li> </ul>
<b>Higher Education Achievement Report - Additional Information</b>
The course provides you with opportunities to be part of a global learning community. Teaching methods include guided group work, allowing you to develop your leadership skills and position your current or future practices within national and international public health contexts. There are also many opportunities during the course to develop your areas of personal or professional interest. You will have the opportunity to tailor assessments to aspects of your personal and professional practices within the remit of public health leadership, research and management. There are opportunities to learn with active researchers and practitioners from a wide range of disciplinary fields and you will undertake a supervised dissertation that leads to developing best practice guidelines in your chosen field.
<b>Learning and Teaching</b>
<p>A comprehensive variety of approaches to teaching and learning are used to deliver a wide-ranging curriculum and are designed to support all students in developing a broad range of skills. For each unit, there will be 10, weekly, 3-hour face-to-face taught sessions. Your learning will also be underpinned by the University's Virtual Learning Environment (BREQ). This will be used to provide access to additional guided learning materials and many other e-learning resources.</p> <p>You will be actively engaged in the learning process throughout and encouraged to take responsibility for identifying and addressing your own learning needs. Throughout the course you are also encouraged to identify and reflect on prior-professional and personal experience in relation to the core curriculum.</p> <p>Transferable and enterprise skills are promoted, together with an emphasis on lifelong learning, based on engaging you fully in the process of your own learning, both individually and within group settings.</p>
<b>Developing your employability</b>
Teaching, learning and assessment methods have been selected to allow you to make strong connections between your studies and your future public health practices. This includes designing activities that have personal and professional relevance, through the use of case studies, healthcare datasets, and exemplars from practice. It includes access to a teaching faculty who are able to share 'live' examples from their own professional practice and/or research activity and the involvement of external (national and international) speakers such as public health leaders, practitioners, policy makers and researchers. You will have opportunities to rehearse and develop professional thinking and behaviours in group work, tailored assessment tasks and in simulated practice. Opportunities for shared learning with part-time students on the

MSc in Public Health offer insights into current healthcare practices in the UK and internationally, and opportunities for peer discussion and debate.

### **Department (s)**

Department of Clinical Education and Leadership

### **Assessment**

The assessment strategy is designed to assist you in identifying, reflecting on and meeting your own learning needs in relation to your working environment. Each unit is further designed to develop your public health skills in ways which are directly relevant to your workplace.

In order to assist in your future professional and career development, each assignment will require you to identify and develop a competency from the UK Faculty of Public Health framework which forms the basis of your learning and underpins your assessment. As you undertake the course units, you are given the opportunity to develop your skills in a range of public health techniques via the assessments. For example, you will be required to develop an Action Plan; write a newspaper article summarizing a complex public health issue into layman's terms; write a public health report; develop a public health research proposal; develop a public health presentation; and design a public health poster. Each of these assessments will enable you to demonstrate the ability to critically understand and evaluate complex public health issues and communicate these effectively to a range of audiences.

### **After Graduation**

Graduates from this course include qualified public health leaders, public health researchers, public health practitioners, public health officers, public health policy-makers and public health managers. Consequently, this course will successfully support your ambitions for career progression within Public Health.

### **Student Support during the course**

The University of Bedfordshire provides a range of central support services that students can access. This includes academic advice and support, Health and Well-being services and guidance with regards to financial matters. These are detailed within the student support area of the website at: <http://www.beds.ac.uk/studentlife/student-support>. International students can access pre-sessional English courses that increase their preparedness for studying in the UK. Information can be found on the website at: <http://www.beds.ac.uk/international/courses/pre-sessionals>.

At course level, support will be offered through contact with the course co-ordinator and unit co-ordinators, dissertation supervisors and your own peer group. If you are experiencing difficulties with your studies in one of the units, the unit-co-ordinator will be your first point of contact. You will have also access to a personal academic tutor who will monitor and support your progress on the course and offer advice where required. The Engagement Team in Student Services is available to all students and can give you independent and confidential advice if you are having difficulties, for example if you are unwell during an assessment hand-in or exam period. If you have extenuating circumstances, perhaps an untimely illness, then the Mitigation Team in Student Services can provide you with extra time to complete your work or postpone an examination without penalty when the work is marked.

### **Students with disabilities**

Students with disabilities, who meet the relevant entry requirements for the course, are welcome to apply. The course team will discuss any potential restrictions to engagement on a case by case basis, before making an offer decision. It is important that needs of all students entering or studying on the course are kept under continuous review to ensure that any problems that do arise can be dealt with speedily and effectively. To this end, your course co-ordinator regularly liaises with the University's disability advisors. Any new developments within the course are systematically reviewed to ensure that they comply with the 2010 Equality Act. In compliance with the 2005 Disability Discrimination Act and the 2010 Equality Act, students will be actively encouraged to disclose relevant information about any impairment, including how you would like any information disclosed to be used, and what adjustments would be necessary to accommodate your needs. Students will meet with the course co-ordinator once a term to discuss his/her learning experience and whether any further adjustments are needed.

**Assessment Map**

Unit Code	C/O	Weeks																								
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
PUB002-6	C									x																
PUB008-6	C								x																	
PUB012-6	C				x				x																	
PUB013-6	C									x																
PUB014-6	C			x					x																	
PUB015-6	C		x							x																
PUB016-6	C									x																
PUB017-6	C	x							x																	
PUB010-6	C										x															

## Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

### Course Learning Outcomes

Upon successful completion of this course, you should be able to:-

1. Communicate effectively in a variety of specialised formats and evidence fluency in discipline-specific concepts and vocabulary.
2. Use discipline-appropriate search techniques and strategies to identify, appraise and synthesise new and complex information from a range of sources.
3. Critically evaluate the effectiveness of public health policy and practices, internationally, nationally and locally, and their underpinning evidence base, paying particular attention to disadvantaged social groups.
4. Evidence a critical understanding of own working environment and working practices and an ability to work with others in both leadership and collaborative roles to develop potentially transformative solutions to local public health issues.
5. Manage contradictory and competing imperatives to imagine public health strategies geared towards the needs of particular groups and policy and operational environments.
6. Design and conduct an applied research study, demonstrating an ability to select, appraise and utilise advanced methodological approaches from the field of study in an ethical manner and generate innovative findings.

### Course-specific regulations

Not applicable

### Teaching, Learning and Assessment

This is a full- or part-time course for public health, healthcare or social care professionals. It is designed to foster scholarship of practice and therefore methods have been chosen to ensure that course graduates are able to adopt evidence-based approaches to public health. Our guiding principles are that learning should have immediate professional relevance and that it should draw on the experiences and expertise of students on the course, as well as the academic staff who lead it.

Teaching, learning and assessment methods foster active learning and allow students a degree of choice, to ensure learner centeredness. The curriculum has been designed to move students from the familiar to the new, allowing students to evidence their knowledge and skills in a range of ways. This is particularly important for international students who need opportunities to adjust to the UK higher education system and develop the levels of academic literacy required to engage with the challenges of postgraduate study.

For example, the Public Health Research Methods, Epidemiology, Health Intelligence and Health Protection units all invite engagement with a wide range of data sources, including published and grey literature, and publicly available data sets. Through lectures, seminars, tutorials and group work students gain expertise in data collection, analysis and application. The Health Inequalities and Ethical & Legal Issues in Healthcare units will help you to develop your critical thinking skills. The Principles, Policies and Issues in Public Health unit provides opportunities to join in class debates and discussions, while the Healthcare Commissioning unit provides an opportunity to collaborate with fellow students to give a poster presentation.

Learning is assessed in a variety of ways throughout the course. Assessment tasks include creating posters, group presentations, as well as writing reports and briefing papers.

### Additional Academic Information

### *Peer-assisted learning (PAL)*

The course will encourage you to work in groups and teams. Academic staff will facilitate opportunities for you to discuss ideas with others on your course, including opportunities to present work to them, for discussion and feedback.

### *Initial Assessment*

The initial assessment will occur in week 6 as part of the Principles, Policies and Issues in Public Health (PUB017-6) unit. This assessment is an 'action plan' which involves students selecting one key characteristic from the Faculty of Public Health list of the social determinants of health. You will identify and critically evaluate a policy or public health programme which is designed to initiate change. This action plan will form an outline for a forthcoming briefing paper (in week 13). It should contain a total of 1,000 words and counts for 20% of the overall grade. These early assessment tasks are designed to help you to identify a suitable focus for your assessment work, to rehearse ideas with peer and tutors, and gain early guidance for your work. This approach also allows the early identification of any specialist or additional support that you may require in preparing for future assessment tasks.

### *Improving students' learning*

The course and unit co-ordinators, and your personal academic tutors and dissertation supervisors will guide and support your learning. You will initially be guided in your reading; however as you progress you will be expected to work autonomously in identifying relevant reading material, setting targets, creating action plans and working with minimum supervision. Feedback on your work includes suggestions on what went well (re-enforcing the good learning/practice) and how to improve work of a similar nature in future. We expect you to engage with this feedback in a purposeful way.

### *Academic Integrity*

Academic staff will provide you with assessment briefs, examples of good practice and, where appropriate, writing templates. You will also receive written feedback using the University of Bedfordshire 2Qs framework, which is designed to help you develop your thinking and preparation for future assessment activities. You are required to acknowledge the words, thoughts and ideas of others very carefully in all written submissions. You will be guided to on-line resources that provide step by step instructions on how to do this effectively. To help address plagiarism and protect your award, all assessments submitted via Turnitin are also automatically screened for similarity and an 'originality' score will automatically be calculated when you submit your assessment.

### *HEAR implementation*

Not applicable

### *Internationalisation*

The Public Health course focuses on both national and international health, actively drawing on a range of perspectives and students own lived experiences as healthcare providers across the globe. Throughout each unit we will provide opportunities to develop community where differences in views are actively sought and explicitly valued. There are frequent and structured opportunities for International, EU and Home applicants to learn together, sharing international experiences of healthcare.

### *Sustainability*

Most students on the Public health course are qualified medics, nurses or allied healthcare practitioners who are bound by professional standards and regulations. They operate in complex personal/professional environments where resources are limited and/or rationed in ways that can impact on the delivery of care. The course invites a consideration of the ways in which these issues impact on the practices of public health workers and the experiences of healthcare users. In addition, you will develop enterprise skills by addressing health issues in a multidisciplinary and multi-professional manner and seek appropriate public health policy-planning and decision-making to address the healthcare problems within your own professional groupings and practice.

## Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

<b>Faculty</b>	Faculty of Health and Social Sciences
<b>Portfolio</b>	Public Health
<b>Department/School/Division</b>	Healthcare Practice
<b>Course Coordinator</b>	Dr Ruth Gilbert
<b>Version Number</b>	1/17
<b>Approved by (cf Quality Handbook ch.2)</b>	FTQSC
<b>Date of approval (dd/mm/yyyy)</b>	15/06/2017
<b>Implementation start-date of this version (plus any identified end-date)</b>	2017/18

Form completed by:

Name: ... Dr Ruth Gilbert & Dr Krishna Regmi...

Date: .....08/06/2015

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: .....

Date: .....

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
15/06/2017	Change of unit name PUB014-6. Change to assessment structure PUB014-6.	