

Course Handbook

MSc Applied Public Health
2019/20

Course Leader: Dr Paul Reid
School of Community Health & Midwifery



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written

permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

Welcome to the School of Community Health and Midwifery, and to the MSc Applied Public Health programme. The Course Team hopes that you are successful in completing your award and find your studies stimulating and worthwhile.

1.1 Rationale, aims and learning outcomes of the course



Many changes are taking place in the field of public health driven by a stream of national and international policy directives. The requirement for the development of a 'new public health mind set' is an essential prerequisite throughout all organisations contracted to deliver health and social service reforms. Public health work has taken on new perspectives, requires a wider range of knowledge and skills and is increasingly carried out by staff from many backgrounds and disciplines. The MSc Applied Public Health has been developed to assist professionals in multidisciplinary, interagency and interprofessional working in ways which involve crossing traditional organisational boundaries, working collaboratively, developing partnerships and thinking creatively and inclusively in order to achieve a healthier future for all. In formulating this programme various perspectives have been taken into account including consideration of the curriculum offered in public health masters courses in the UK and other parts of Western Europe, the position of the European Public Health Network, and the place of Public Health in the EU Commission and World Health Organisation (WHO).

This programme accentuates and emphasises the development and utilisation of transferable skills and the application of knowledge and theory to practice. Participants are encouraged to appraise their life and occupational experiences and recognise the valuable qualities and insights which they bring with them, whilst seeking to develop public health knowledge base, leadership, project management and practical skills. A participatory approach emphasises both knowledge production and partnership working to identify and respond to localised health needs. The programme aims to increase the capacity of individuals and organisations to deal effectively with the multifactorial issues which are implicated in the health of any population, such as environment, housing, transport, education, workplace, health and the media. The programme aims to raise awareness of the complexity and diversity involved in public health work and to enable individuals and organisations to combine knowledge, skills, abilities and insights in working together to achieve improvements in health.

The programme is based on a student centred perspective designed to deliver the opportunities to develop the key and transferable skills which are required to meet the demands of public health work. This involves case studies, problem based learning, action learning and skills training. The assessments are designed to reflect both academic rigour and the application of knowledge to practice. Students will be encouraged to work collaboratively and to utilise web based materials. The breadth of experience, knowledge and expertise expected in the student pool will be exploited to generate a 'new public health mind set' and organisational culture 'fit' to deliver modern public health services and produce in partnership evidence based action research. The programme endeavours to create a synergy between exit level and competence based programmes. Whilst it is anticipated that many students will wish to progress to completion of the full MSc Programme, the content of core modules and the range of

specialist options also offers participants the opportunity to work towards a Post Graduate Diploma or Certificate. This approach offers both coherence and flexibility to respond to the learning needs identified by professionals working in public health.

Each student on the programme will have an academic advisor, this is a member of academic staff who will provide a point of contact for you throughout the duration of your study and can advise you on how to access the services you need, and direct you to other support services within the university. You will be given details of how to contact your academic advisor and the opportunity to meet with them at the outset of your course.

Your academic advisor will be able to advise you on the different possibilities for progression within the programme, e.g. from Postgraduate Certificate to MSc., as well as providing guidance on exit points from the programme, and information on returning to the programme to continue with a higher award.

As part of personal development planning all students at the university are encouraged to keep a reflective log on their learning development and learning needs.

The Programme Aims:

- To enable students to develop requisite knowledge, critical understanding and skills for active involvement in the development, delivery and evaluation of a range of public health initiatives within a multidisciplinary context.
- To enable students to apply appropriate subject knowledge and acquired skills to a particular public health issue.
- To enable students to engage with a significant breadth of knowledge and understanding associated with public health.

Programme Outcomes

A1. Key determinants of health

A2. The nature of inequalities in health

A3. Appropriate research methods for public health

A4. Importance of evidence –based approaches in Public Health

A5. Epidemiological and statistical methods appropriate to public health

A6. Development and impact of contemporary Public Health policies

Subject-specific skills

B1. Surveillance and assessment of the health of populations.

B2. Identification of means to protect and improve the health of populations.

B3. Collaborative working in health contexts.

B4. Evaluation of health initiatives

B5. Appropriate utilisation of the media/ evaluation of media sources pertaining to health

Thinking Skills

C1. Application of theoretical perspectives to practical issues in public health.

C2. Critical evaluation of research in public health.

C3. Critical evaluation of policy foundations

C4. Appreciation/utilisation of health informatics

C5. Planning, managing and carrying out research in public health

Other skills relevant to employability and personal development

D1. Problem solving

D2. Time management

D3. Knowledge management

D4. Group working

D5. IT

D6. Presentation skills

1.2 Course Team

Dr Paul Reid	Course Leader Module Leader	01772 893411	pjreid1@uclan.ac.uk http://www.uclan.ac.uk/staff_profiles/paul_reid.php
Linda Ratinckx	Module Leader	01772 893404	lratinckx1@uclan.ac.uk http://www.uclan.ac.uk/staff_profiles/linda_ratinckx.php
Dr Nara Tagiyeva-Milne	Module Leader	01772 896317	ntagiyeva-milne@uclan.ac.uk https://www.uclan.ac.uk/staff_profiles/dr-nara-tagiyeva-milne.php
Elaine Hill	Module Leader	01772 893609	eashill@uclan.ac.uk http://www.uclan.ac.uk/staff_profiles/elaine_hill.php

Dr Michelle Baybutt	Module Leader	01772 893764	mbaybutt@uclan.ac.uk http://www.uclan.ac.uk/staff_profiles/michelle_baybutt.php
John Howard	Module Leader	01772 893873	jhoward1@uclan.ac.uk http://www.uclan.ac.uk/staff_profiles/john_howard.php
Dr Hazel Partington	Module Leader	01772 895558	hpartington@uclan.ac.uk http://www.uclan.ac.uk/staff_profiles/hazel_partington.php

1.3 Expertise of staff

The course team has a strong professional and research background in public health. Please follow the links above for detailed profiles of each member of the team.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992
email: BrookHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Staff will respond to emails as soon as possible. If we are unable to respond quickly because of other work pressures we'll acknowledge receipt of your

email, and then give a full response within 3 working days. Please email or call staff to make appointments for tutorials or for any other matters.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Name	Position	Home institution
Dr Hala Evans	Senior Lecturer	University of Bedfordshire



2. Structure of the course

2.1 Overall structure

The MSc can be undertaken full-time over 1.5 academic years, or part-time between 2 to 5 years. In total you need to gain 180 credits at level 7 to complete an MSc.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits.

Below is a list of the modules that make up the MSc

MSc Applied Public Health

Compulsory Modules:

MW4043 Public Health & Wellbeing: Strategies and Interventions

MW4042 Global Public Health Challenges

MB4002 Advanced Needs Assessment for Primary Care

PG4113 Risk Management in Health Protection

PG4114 Healthy Settings: Theory, Policy and Practice

NU4025 Introduction to Postgraduate Research

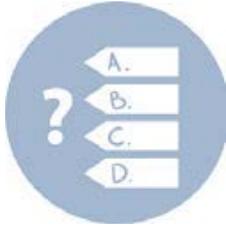
PG4115 Applied Public Health project (double module)

One optional module to be chosen from the prescribed list below. This will be chosen following discussion with your personal tutor and will reflect previous research experience/qualifications and proposed project area:

HI4002 Quantitative Methodology for Health and Social Research

HI4003 Qualitative Methodology for Health and Social Research

MW4036 Organisational Leadership and Management



2.3 Course requirements

Regulations for the award of MSc Applied Public Health

Students are required to take and pass NU4025, MW4042, MW4043, MB4002, PG4113, PG4114, PG4115 and one optional module.

All modules will be assessed using percentage grades. Failure to achieve a grade of 50% will be considered a failure in the module. Reassessment will be offered in accordance with university regulations. Students must have passed or be taking all core modules before proceeding to take the project module. To receive the award students must pass 9 modules including all core modules.

The final award will be based on the APM for the 9 modules taken. Students must reach an APM of 50% or above to receive the award. A Distinction will be awarded if the APM is 70% or above including 70% or above for the project. A merit will be awarded if the APM is in the range 60 - 69.9% and the project component has been graded 60 - 69.9%.

Students who fail to reach the requirements for the MSc Award may be awarded a Postgraduate Diploma or Postgraduate Certificate if they reach the requirements for that award.

2.3 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

A series of postgraduate study skills workshops run alongside module MW4043 Public Health & Wellbeing: Strategies and Interventions. The workshops introduce and offer support around a range of key skills: for example, making use of your particular learning style, effective literature searching, critical reading and writing.

2.4 Study Time

2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance



at UCLan and time spent in private study. This equates roughly to 1 to 2 days studying per week for a part-time MSc student, and 5 to 6 days for a full time MSc student including thinking time, reading, searching for information and so on.

2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Course leader: Paul Reid (pjreid1@uclan.ac.uk)

International students are reminded of their responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

The QAA (2008) suggests that holders of a Master level qualification will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data... demonstrate self-direction and originality in tackling and solving problems.....continue to advance their knowledge and understanding and make decisions in complex and unpredictable situations. This means that you will be expected to tackle complex issues and discuss them with your fellow students, to take responsibility for your own learning and develop the independent learning ability required for continuing professional development. The QAA also requires that the student develops a comprehensive understanding of methods used in research and enquiry, and you will be expected to develop the skills needed to critically evaluate current research and advanced scholarship without bias.

The University has an established learning and teaching strategy that influences and shapes the delivery of the course. 'Learning' comes first in the title of this strategy to show its importance in the daily activity of the University. Teaching staff will help you to learn. Entering into a new area of knowledge requires you to learn. Looking this up in a thesaurus 'learn' can be replaced with: 'study', or 'gain knowledge of'. The term 'find-out' instead of 'learn' reflects a more active approach to 'discover', 'realise', 'gather', and 'understand'. You will learn through active learning, which means interacting with the multitude of learning opportunities available to you. Learning something new often feels difficult and uncomfortable at first but by bringing learning to the forefront of what we do facilitates a mutually supportive learning relationship in developing greater knowledge.

The curriculum has been designed to offer you, and facilitate your development of, a range of learning experiences from which you can continue to learn well and independently. This will equip you to be a lifelong, independent learner. There is, however, little point in doing this if you cannot apply your learning and this requires the use of a range of thinking skills. The number of thinking skills needed to apply learning greatly exceeds the number needed just to learn. Therefore, the course will facilitate you to develop both your capacity and performance in thinking as well as in learning.

Learning and teaching on the course is supported by a team of lecturers and researchers from across the university offering perspectives from their different fields of expertise. Learning is facilitated via a diverse range of activities, which include key lectures, critical discussion and debate, individual and small group work, critical reading groups, seminars, workshops, reflective analysis, and dissertation or project work. Blackboard, the university's elearning platform, offers access to additional resources to supplement or prepare for classroom-based teaching.

3.2 Study skills

Study skills support is built into the structure of the course through tutorials, feedback in class, comments on draft work and feedback on your submitted work. A bespoke study skills programme is also built into the compulsory module that most students will start their course with (PG4110). A 2 hour study skills session is delivered prior to the main teaching session on most weeks in which this module runs.

There are a variety of University wide services to support students and these include

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff (https://www.uclan.ac.uk/students/study/study_support.php). Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. You should spend time in the library to see what resources are available to you to help you get the most from your studies. The library is open 24/7 during term time, and 07.30-22.00 during holiday periods (closed Christmas Day and New Year's Day).

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. In addition, relevant resources will be supplied via Blackboard module sites.

3.4 Personal development planning

Personal Development Planning (PDP) is a process designed to assist you to get the most from your time at University. It is intended to provide you with a structured and supported process through which you can reflect on your learning, performance and/or achievements and plan for your personal, educational and career development. By becoming actively involved in PDP you can improve your capacity to understand what and how you are learning, and how to review, plan and take responsibility for your own learning and future development.

PDP provides an opportunity for you to develop your capacity for learning by encouraging an ongoing cycle of:

- self reflection on why and how you are learning
- identification of your 'next steps' through target setting and action planning

- monitoring and recording of your academic learning, personal development, your skills development and career management.

For example, you should Reflect, Action Plan and Record your Progress for each module that you take, this may include consideration of past or current clinical experience associated with the module.

The main benefits you will achieve by participating in the PDP process are that you will become more:

- self-aware, self-confident, reflective and self-directed in your learning
- able to plan and take responsibility for your own learning
- able to articulate personal goals and evaluate progress and achievement
- able to link your current learning to a wider context and to your future development.

Therefore, by actively participating in PDP you will take control of your own learning and personal development and you will find that you become increasingly able to work autonomously through the development of critical self-awareness. Another important aspect of PDP is that it integrates personal development with academic activity and helps you to become more self-aware. It also helps you recognise value and further develop core skills such as personal and interpersonal skills, problem solving and team working.

PDP is an on-going process using self-evaluation on completion of modules and each year of your course will be integral to the process. It can be argued that PDP is more valuable when used continuously throughout a course as an integral part of the learning experience, as opposed to a reporting mechanism used after the main body of learning is completed. To affect this, there are three important aspects:

- Reflection – you can map out your thoughts on a course, a piece of work, or more general experiences.
- Communication – you can communicate your reflections to other students, staff, tutors and lecturers.
- Sharing – you can give selected other users access to your digital objects.

Learning is not as effective in isolation; there is a great deal of discussion involved in your course, and it is important that you engage fully in this, taking opportunities to explore new ideas and thinking creatively. The importance of linking together people, ideas and resources cannot be overestimated.



3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.

Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,

You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

To enhance your employability the MSc Applied Public Health also offers an optional work experience programme. Please discuss with your academic advisor.

4. Student Support



4.1 Academic Advisors

Together with the course leader your academic advisor will help to support and guide you as you progress through Masters level study. Academic advisor is the term used to describe the lecturer who supports you throughout the whole of the course in developing a relationship, which facilitates personal and academic growth. They will provide general academic advice, monitor your attendance, offer general and personal support and write references (if required). You should arrange to meet with your academic advisor at least once during each semester, plus at other times if you have any questions, or need any additional support at all regarding the course.

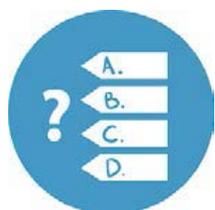
4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>

5. Assessment



5.1 Assessment Strategy

Each module maintains a coherent structure which links content, teaching and learning, outcomes and assessment strategies.

The curriculum philosophy believes that students are active in the learning process, accepting increasing responsibility so that 'meaningful learning' is possible. In support of meaningful learning you are encouraged to 'map' progress with your course leader.

Modules have elements of both formative and summative assessment. Formative assessment is described as the process through which the summative assessment is achieved. This activity is related to a number of activities e.g. the generation of evidence to meet the learning outcomes, classroom activities such as group discussion and debate, and feedback from lecturers on your understanding of module content.

Summative assessment is a judgement of student's achievement of the learning outcomes. It contributes to an overall achievement for an award. All summative assessments must achieve a pass grade.

You can expect to undertake a range of assessments as you progress through the course – essays, reports, presentations, project work, or dissertation, for example. It is important to realise that assessments are part of the process of learning – they provide a focus for reading related to your subject, help you develop your critical thinking and writing skills and enable you to meet the learning outcomes.

5.2 Notification of assignments and examination arrangements

Arrangements for submission of coursework, doing presentations and completing other assessments will be made clear by module leaders on the Blackboard sites which accompany each module. Marking criteria can also be accessed via Blackboard sites (module leaders will direct you to these at the beginning of each module).

5.3 Referencing

The School of Community Health and Midwifery uses the American Psychological Association (APA) referencing guidelines 6th edition. Detailed guidance is made available under the module information sections of each Blackboard module site.

5.4 Confidential material

Some assignments on the course might require you to engage with issues from your workplace. Please remember that you must respect the right to confidentiality and anonymity of patients/clients, relatives and carers, staff and organisations. You should not include such details in assignments. If you are unsure about what to do in a particular assignment, discuss this with a member of the teaching team.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

Further information on plagiarism can also be found in the School of Community Health and Midwifery Student Handbook. This also contains pointers on how to avoid plagiarism, such as careful note taking, and proper referencing of your work (see section 5.3 above). In most modules, you will be required to submit your work on-line via Turnitin. You can use this to help you avoid possible plagiarism because it highlights sections of your work that have appeared elsewhere, so that you can take action to remedy this and ensure that your sources are properly referenced before submitting the final version of coursework.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement. **If you have comments about the course, we want to hear them.**

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the UCLan Student Survey.

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore

it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings.

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution	University of Central Lancashire
3. University Department/Centre	School of Community Health and Midwifery
4. External Accreditation	n/a
5. Title of Final Award	MSc Applied Public Health
6. Modes of Attendance offered	Full and part time
7. UCAS Code	n/a
8. Relevant Subject Benchmarking Group(s)	n/a
9. Other external influences	Public Health Skills and Career Framework, Faculty of Public Health, The Royal Society for Public Health
10. Date of production/revision of this form	January 2017
11. Aims of the Programme	
<input type="checkbox"/> To enable students to develop requisite knowledge, critical understanding and skills for active involvement in the development, delivery and evaluation of a range of public health initiatives within a multidisciplinary context.	
<input type="checkbox"/> To enable students to apply appropriate subject knowledge and acquired skills to a particular public health issue.	
<input type="checkbox"/> To enable students to engage with a significant breadth of knowledge and understanding associated with public health.	

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1. Key determinants of health
A2. The nature of inequalities in health
A3. Appropriate research methods for public health
A4. Importance of evidence –based approaches in Public Health
A5. Epidemiological and statistical methods appropriate to public health
A6. Development and impact of contemporary Public Health policies
Teaching and Learning Methods
Lectures – formal and informal discussion
Student centred perspectives including self reflection and self appraisal of prior knowledge and skills
Web based learning and self directed study
Guided reading
Assessment methods
Project work, essays, briefing reports, presentations, written examination
B. Subject-specific skills
B1. Surveillance and assessment of the health of populations.
B2. Identification of means to protect and improve the health of populations.
B3. Collaborative working in health contexts.
B4. Evaluation of health initiatives
B5. Appropriate utilisation of the media/ evaluation of media sources pertaining to health
Teaching and Learning Methods
Case study approaches
Groupwork
Lectures
Action learning
Assessment methods
Project work, essays, briefing reports, presentations, written examination

C. Thinking Skills
C1. Application of theoretical perspectives to practical issues in public health.
C2. Critical evaluation of research in public health.
C3. Critical evaluation of policy foundations
C4. Appreciation/utilisation of health informatics
C5. Planning, managing and carrying out research in public health
Teaching and Learning Methods
Lectures/ seminars
Student centred discussions
Skills training
Action learning
Workshops
Assessment methods
Project work, essays, briefing reports, presentations , written examination
D. Other skills relevant to employability and personal development
D1. Problem solving
D2. Time management
D3. Knowledge management
D4. Group working
D5. IT
D6. Presentation skills
Teaching and Learning Methods
Student evaluation
Reflection on skills development using national competency frameworks
Assessment methods
Presentations, time management logs, essays, reports, briefings, written examination

13. Programme Structures				14. Awards and Credits
Level	Module Code	Module Title	Credit rating	
Level 7	MW4043	Public Health & Wellbeing: Strategies and Interventions (C)	20	Masters Degree in Applied Public Health Requires 180 credits at Level 7
	MW4042	Global Public Health (C)	20	
	PG4113	Risk Management in Health Protection (C)	20	
	NU4025	Introduction to Postgraduate Research (C)	20	
	PG4115	Applied Public Health Project (double module) (C)	40	
	PG4114	Healthy Settings: Theory, Policy and Practice (C)	20	
	MB4002	Advanced Needs Assessment for Primary Care (C)	20	
	HI4002	Quantitative Methodology for Health and Social Research (O)	20	
	HI4003	Qualitative research methods for health and social research (O)	20	
	MW4036	Organisational Leadership and Management (O)	20	
Level 7	MW4043	Public Health & Wellbeing: Strategies and Interventions (C)	20	Postgraduate Diploma in Applied Public Health Requires 120 credits at Level 7
	MW4042	Global Public Health (C)	20	
	PG4113	Risk Management in Health Protection (C)	20	
	PG4114	Healthy settings: theory, policy and practice (C)	20	
	NU4025	Introduction to Postgraduate research (C)	20	

	MB4002	Advanced Needs Assessment for Primary Care (C)	20	
Level 7	MW4043	Public Health & Wellbeing: Strategies and Interventions (C)	20	Postgraduate Certificate in Applied Public Health Requires 60 credits at level 7
	MW4042	Global Public Health (C)	20	
	MB4002	Advanced Needs Assessment for Primary Care (C)	20	

15. Personal Development Planning

- 1) In the application process applicants are required to identify reasons for choosing a particular course.
- 2) Each module will encourage students to identify personal aims to be reviewed upon completion of the module.
- 3) Use will be made of self assessment material in relation to students' study skills objectives.
- 4) A comprehensive study skills development programme for students will be provided in conjunction with module PG4110.
- 5) As appropriate students will be encouraged to reflect upon the relationship between achieved learning outcomes and appropriate professional standards.
- 6) On completion of any target award students will be given the opportunity to discuss future programmes of study with their personal tutor.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.

Honours degree at 2:2 or above.

Candidates without a first degree but with professional qualifications and relevant work experience will be considered for the course on the basis of interview and portfolio submission.

17. Key sources of information about the programme

- University Web-site (Courses)**
- Course Handbook**
- School of Health Student Handbook**
- Admissions Unit**

18. Curriculum Skills Map *Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

				Programme Learning Outcomes																							
Level	Module Code	Module Title	Core (C) or Option (O)	Knowledge and understanding						Subject-specific Skills					Thinking Skills					Other skills relevant to employability and personal development							
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6		
LEVEL 7	MW4043	Public Health & Wellbeing: Strategies and Interventions	C	x	x	x	x		x		x	x	x	x	x	x	x			x	x	x	x	x	x		
	MW4042	Global Public Health	C	x	x		x		x	x	x	x	x		x	x	x			x	x	x			x		
	MB4002	Advanced Needs Assessment for Primary Care	C	x	x	X	x	x	x	x	x	X		x	x			x	x	x	x	x	x	x	x		
	PG4113	Risk Management in Health Protection	C	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x		x	X		
	PG4115	Applied Public Health Project	C	x		x	x	x	x		x	x	x		x	x	x			x	x	x		x			
	PG4114	Healthy Settings: Theory, Policy and Practice	C	x		x	x		x		x	x	x		x	x	x			x	x	x	x	x	X		
	NU4025	Introduction to Postgraduate Research	C			X	x	x		x			X			x				x	x	x		X			
	MW4036	Organisational Leadership & Management	O		x		x								x	x	x			x		x	x				
	HI4002	Quantitative Methodology for Health and Social Research	O			x	x	x		x				x		x		x		x	x	x		x			
	HI4003	Qualitative Methodology for Health and Social Research	O			x	x			x				x		x				x	x	x		x			