Course Handbook

MSc Applied Public Health
2020/2021
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.
Contents

1  Welcome to the Course
2  Structure of the Course
3  Approaches to teaching and learning
4  Student Support
5  Assessment
6  Classification of Awards
7  Student Feedback
8  Appendices
   8.1  Programme Specification
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

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

<table>
<thead>
<tr>
<th>Dr Paul Reid</th>
<th>Module Leader</th>
<th>01772 893411</th>
<th><a href="mailto:pjdreid1@uclan.ac.uk">pjdreid1@uclan.ac.uk</a></th>
<th><a href="http://www.uclan.ac.uk/staff_profiles/paul_reid.php">http://www.uclan.ac.uk/staff_profiles/paul_reid.php</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Ratinckx</td>
<td>Module Leader</td>
<td>01772 893404</td>
<td><a href="mailto:lratinckx1@uclan.ac.uk">lratinckx1@uclan.ac.uk</a></td>
<td><a href="http://www.uclan.ac.uk/staff_profiles/linda_ratinckx.php">http://www.uclan.ac.uk/staff_profiles/linda_ratinckx.php</a></td>
</tr>
<tr>
<td>Dr Nara Tagiyeva-Milne</td>
<td>Module Leader</td>
<td>01772 896317</td>
<td><a href="mailto:ntagiyeva-milne@uclan.ac.uk">ntagiyeva-milne@uclan.ac.uk</a></td>
<td><a href="https://www.uclan.ac.uk/staff_profiles/dr-nara-tagiyeva-milne.php">https://www.uclan.ac.uk/staff_profiles/dr-nara-tagiyeva-milne.php</a></td>
</tr>
<tr>
<td>Elaine Hill</td>
<td>Module Leader</td>
<td>01772 893609</td>
<td><a href="mailto:eashill@uclan.ac.uk">eashill@uclan.ac.uk</a></td>
<td><a href="http://www.uclan.ac.uk/staff_profiles/elaine_hill.php">http://www.uclan.ac.uk/staff_profiles/elaine_hill.php</a></td>
</tr>
</tbody>
</table>
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 advice and 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, providing insight and direction to enable you to realise your potential.

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
e-mail: 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Home institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Hala Evans</td>
<td>Senior Lecturer</td>
<td>University of Bedfordshire</td>
</tr>
</tbody>
</table>

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 (pjlreid1@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

Study Skills - ‘Ask Your Librarian’
https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as “My lecturer says I need a wider variety of sources in my references, what do I do?” “I need to find research articles, where do I start?” “How do I find the Journal of …?” “How do I use RefWorks?”

3.3 Learning resources
3.3.1 Learning and Information Services (LIS)
The best place to start when exploring the Library resources available to you is;
• Your ‘Subject Guide’ can be found in the Library Resources
• Your ‘My Library’ tab in the Student Portal

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

Information on the support available is at: https://www.uclan.ac.uk/students/

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.

5.6 How do I know that my assessed work had been marked fairly?
Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students’ assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three
pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as ‘critical friends’ and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

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)

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution</td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>3. University Department/Centre</td>
<td>School of Community Health and Midwifery</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>n/a</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>MSc Applied Public Health</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Full and part time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>n/a</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>n/a</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>January 2017</td>
</tr>
</tbody>
</table>

11. Aims of the Programme

- 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.
<table>
<thead>
<tr>
<th>12. Learning Outcomes, Teaching, Learning and Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Knowledge and Understanding</strong></td>
</tr>
<tr>
<td>A1. Key determinants of health</td>
</tr>
<tr>
<td>A2. The nature of inequalities in health</td>
</tr>
<tr>
<td>A3. Appropriate research methods for public health</td>
</tr>
<tr>
<td>A4. Importance of evidence–based approaches in Public Health</td>
</tr>
<tr>
<td>A5. Epidemiological and statistical methods appropriate to public health</td>
</tr>
<tr>
<td>A6. Development and impact of contemporary Public Health policies</td>
</tr>
<tr>
<td><strong>Teaching and Learning Methods</strong></td>
</tr>
<tr>
<td>Lectures – formal and informal discussion</td>
</tr>
<tr>
<td>Student centred perspectives including self reflection and self appraisal of prior knowledge and skills</td>
</tr>
<tr>
<td>Web based learning and self directed study</td>
</tr>
<tr>
<td>Guided reading</td>
</tr>
<tr>
<td><strong>Assessment methods</strong></td>
</tr>
<tr>
<td>Project work, essays, briefing reports, presentations, written examination</td>
</tr>
<tr>
<td><strong>B. Subject-specific skills</strong></td>
</tr>
<tr>
<td>B2. Identification of means to protect and improve the health of populations.</td>
</tr>
<tr>
<td>B3. Collaborative working in health contexts.</td>
</tr>
<tr>
<td>B4. Evaluation of health initiatives</td>
</tr>
<tr>
<td>B5. Appropriate utilisation of the media/evaluation of media sources pertaining to health</td>
</tr>
<tr>
<td><strong>Teaching and Learning Methods</strong></td>
</tr>
<tr>
<td>Case study approaches</td>
</tr>
<tr>
<td>Groupwork</td>
</tr>
<tr>
<td>Lectures</td>
</tr>
<tr>
<td>Action learning</td>
</tr>
<tr>
<td><strong>Assessment methods</strong></td>
</tr>
<tr>
<td>Project work, essays, briefing reports, presentations, written examination</td>
</tr>
<tr>
<td>C. Thinking Skills</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>C1. Application of theoretical perspectives to practical issues in public health.</td>
</tr>
<tr>
<td>C2. Critical evaluation of research in public health.</td>
</tr>
<tr>
<td>C3. Critical evaluation of policy foundations</td>
</tr>
<tr>
<td>C4. Appreciation/utilisation of health informatics</td>
</tr>
<tr>
<td>C5. Planning, managing and carrying out research in public health</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

- Lectures/ seminars
- Student centred discussions
- Skills training
- Action learning

**Assessment methods**

- Project work, essays, briefing reports, presentations, written examination

<table>
<thead>
<tr>
<th>D. Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1. Problem solving</td>
</tr>
<tr>
<td>D2. Time management</td>
</tr>
<tr>
<td>D3. Knowledge management</td>
</tr>
<tr>
<td>D4. Group working</td>
</tr>
<tr>
<td>D5. IT</td>
</tr>
<tr>
<td>D6. Presentation skills</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

- Student evaluation

**Assessment methods**

- Presentations, time management logs, essays, reports, briefings, written examination
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>MW4043</td>
<td>Public Health &amp; Wellbeing: Strategies and Interventions (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MW4042</td>
<td>Global Public Health (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PG4113</td>
<td>Risk Management in Health Protection (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU4025</td>
<td>Introduction to Postgraduate Research (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PG4115</td>
<td>Applied Public Health Project (double module) (C)</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>PG4114</td>
<td>Healthy Settings: Theory, Policy and Practice (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MB4002</td>
<td>Advanced Needs Assessment for Primary Care (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>HI4002</td>
<td>Quantitative Methodology for Health and Social Research (O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>HI4003</td>
<td>Qualitative research methods for health and social research (O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MW4036</td>
<td>Organisational Leadership and Management (O)</td>
<td>20</td>
</tr>
</tbody>
</table>

**Masters Degree in Applied Public Health**

Requires 180 credits at Level 7

| Level 7  | MW4043      | Public Health & Wellbeing: Strategies and Interventions (C)                   | 20            |
|          | 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            |

**Postgraduate Diploma in Applied Public Health**

Requires 120 credits at Level 7
<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MB4002</td>
<td>Advanced Needs Assessment for Primary Care (C)</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>MW4043 Public Health &amp; Wellbeing: Strategies and Interventions (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MW4042 Global Public Health (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MB4002 Advanced Needs Assessment for Primary Care (C)</td>
<td>20</td>
</tr>
</tbody>
</table>

**Postgraduate Certificate in Applied Public Health**

Requires 60 credits at level 7

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.
<table>
<thead>
<tr>
<th>17. Key sources of information about the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ University Web-site (Courses)</td>
</tr>
<tr>
<td>☐ Course Handbook</td>
</tr>
<tr>
<td>☐ School of Health Student Handbook</td>
</tr>
<tr>
<td>☐ Admissions Unit</td>
</tr>
</tbody>
</table>
### Curriculum Skills Map

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

#### Programme Learning Outcomes

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