



University of the
West of England

POSTGRADUATE MODULAR PROGRAMME

MSc PUBLIC HEALTH

PROGRAMME SPECIFICATION

Validation September 2004

University of the West of England



Programme Specification

Section 1: Basic Data	Version 5
Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Health and Life Sciences
Programme accredited by	
Highest award title	MSc Public Health
Default award title	N/A
Interim award title	PG Diploma Public Health PG Certificate Public Health
Modular Scheme title (if different)	Post - Qualifying Framework
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	See section 8
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2010

Authorised by...

Date:...

Version Code

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

The programme aims to enable students to:

- To develop critical awareness of the many factors involved in improving the health of populations, communities and particular groups and to recognise the complexity of the inter-relationship of these factors.
- To provide a broadly based academic education at post-graduate level which will enable students to acquire core public health competences, knowledge and skills.
- To enable students to use public health resources and their own professional experience to enhance their ability to develop their own roles, the effectiveness of organisations, and partnership working.
- To provide a stimulating, supportive and sensitive learning environment which will enable students to maximise their learning and facilitate their development as self-directed and reflective learners.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none">• The concepts of human health from a range of perspectives• The key determinants of health and the relationships between them• Current approaches to the measurement of health and the surveillance for health within populations• The development of public health policy and its scope in contemporary society• A range of social, political, economic and cultural influences on public health• The roles of contribution of institutions, organisations and professions to the development of public health policy and practice from a global perspective.• Current approaches to promoting health• The contribution of appropriate disciplines to an interdisciplinary approach to public health• The validity and reliability of evidence• The process of systematic review and meta-analysis• The principles of health economics as a basis for gathering and interpreting evidence• Evaluating the effectiveness of public health interventions	<p>Achievement of knowledge and understanding outcomes is primarily through lectures, guided reading, case studies, and discussion groups to critique reading, and to explore and develop theoretical concepts.</p> <p>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. Learning strategies will include the facilitation of group-work and encourage students to share their learning and resources with each other. Teaching and learning approaches employed within these awards aim to facilitate the development of student autonomy. The award makes use of both structured learning opportunities and supported independent learning strategies. Importantly, the award aims to develop a peer approach in which staff model good practice and draw on their experiences of research, scholarly activity and professional activity. Students on postgraduate awards are expected to demonstrate understanding of a wide range of research methodologies as well as the ability to explore the limitations of existing research strategies. In addition, students undertaking MSc awards are expected to demonstrate competence in relation to the design, implementation and evaluation of a piece of original supervised research.</p>

- How evidence is used in the policy process
- The theory of partnership working
- The language used by different bodies involved in the field of public health
- The organisational structure (including financing) and competence of different bodies involved in public health
- The various influences that impinge on the process of policy formation and implementation
- The complex interdependency between the organisations, economic, social ideological and policy contexts of public services practice
- A range of research methodologies and strategies appropriate to address such issues as reliability and validity
- The appropriateness of a range of research methodologies and strategies in solving complex and significant problems
- The strengths, limitations and potential of different sources of epidemiological data
- The use of epidemiological data in health policy formation, implementation and evaluation.

Assessment:

Students will be required to demonstrate originality and creativity in their assessed work on the award. This is particularly true of the larger dissertation module.

Assignments on this programme are designed to be integrative combining the development of learning (theoretical understanding, skill development) with the application of learning to the student's role and to organisational practice. The assignments provide students with the opportunity to demonstrate achievement in the four categories of learning outcomes: Knowledge and understanding; Intellectual skills; Subject/professional/practical skills; Transferable skills

B Intellectual Skills

Learning outcomes and strategies

Teaching/learning methods

By the end of the programme the student will be able to:

- Be able to reflect upon and critically analyse the development of public health theory, research and practice
- Demonstrate creativity in applying theory to practice
- Demonstrate that the lessons of history can be accommodated in discussion about current practice
- Critically appraise and evaluate how evidence is used in the public health policy process
- Critically interpret and evaluate the use of epidemiology and statistics for descriptive and analytic purposes.
- Compare partnership working with other forms of service delivery

Teaching and learning strategies will encourage students' original and creative thinking. This will be facilitated by the use of students' own experience and practice to interrogate theory. Public Health is a dynamic practice with new situations posing new problems and presenting new opportunities. Public Health practitioners need to be developmental and innovative to meet these challenges.

Postgraduate students are expected to achieve a high level of critical evaluation and students completing undergraduate awards. Critical thinking will include the ability to analyse complex and conflicting ideas and evidence and to demonstrate clarity in synthesising and evaluating experiences, literature, theoretical perspectives and research methodologies. Skills of analysis, synthesis and evaluation require development if students are, alongside staff, involved in the development of new areas of knowledge. In addition, postgraduate awards in the three faculties are concerned with the development of innovations in public health practice. The award aims to move beyond traditional boundaries through enhanced understanding of public health.

Assessment

Students will be required to demonstrate originality and creativity in their assessed work on the award. This is particularly true of the larger dissertation module.

Assignments on this programme are designed to be integrative combining the development of learning (theoretical understanding, skill development) with the application of learning to the student's role and to organisational practice. The assignments provide students with the opportunity to demonstrate achievement in the four categories of learning outcomes: Knowledge and understanding; Intellectual skills; Subject/professional/practical skills; Transferable skills

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills

By the end of the programme the student will be able to:

- Write for different audiences to prepare essays, project reports, seminar papers, dissertation (MSc only)
- Evaluate and contribute to contemporary debates on the nature, delivery, resourcing of services
- Use some of the tools currently being developed to promote partnership working
- Demonstrate a capacity to translate theory into practical proposals to encourage partnership working in the field of public health
- Demonstrate some of the potential benefits of partnership working by drawing on case studies

Teaching/learning methods and strategies

Achievement of subject/professional/practical skills is through experiential and work-based learning along with theoretical and specialist inputs from programme staff and visiting specialists.

The award team recognise the move from traditional public health medicine to multi-disciplinary public health as central to the provision of public health education and training. The award is committed to inter-professional education and working. Innovative teaching and learning strategies have been developed to support this. A web-based case study has been developed which will facilitate collaborative working between students. All three faculties will be actively involved in delivering the core modules as reflected in the module teams which may be through staff from different faculties teaching their areas of expertise and/or team teaching in particular sessions.

Assessment

Students will be required to demonstrate originality and creativity in their assessed work on the award. This is particularly true of the larger dissertation module. Assignments on this programme are designed to be integrative combining the development of learning (theoretical understanding, skill development) with the application of learning to the student's role and to organisational practice. The assignments provide students with the opportunity to demonstrate achievement in the four categories of learning outcomes: Knowledge and understanding; Intellectual skills; Subject/professional/practical skills; Transferable skills

D Transferable Skills and other attributes

Learning Outcomes and strategies

Teaching/learning methods

By the end of the programme the student will be able to:

- Communicate effectively verbally as well as through written and visual work
- Work effectively both in a team and independently
- Reflect on and evaluate own academic and professional performance
- Make effective use of information technology e.g. web and internet, databases, work.
- Manage change effectively and respond to changing demands
- Take responsibility for personal and professional learning and development (Personal learning contract, mentor scheme)
- Manage time, prioritise workloads.

Acquisition of transferable skills is achieved primarily through the development of a learning environment throughout the programme. Throughout the programme the learner is expected to undertake independent reading/ research which helps to develop and consolidate programme content in order to ground his/her individual skill, knowledge and understanding. A key teaching and learning outcome relates to the dissemination of knowledge and research. As advanced practitioners, those completing postgraduate awards should be able to offer leadership by contributing towards the evidence base of professional practice and influencing their peers and agencies through a variety of media. These include opportunities for dissemination within practice settings as well as professional and academic publications. Hence teaching and learning strategies employed aim to enable students to develop effective communication skills at a number of levels.

Assessment

Students will be required to demonstrate originality and creativity in their assessed work on the award. This is particularly true of the larger dissertation module.

Assignments on this programme are designed to be integrative combining the development of learning (theoretical understanding, skill development) with the application of learning to the student's role and to organisational practice. The assignments provide students with the opportunity to demonstrate achievement in the four categories of learning outcomes: Knowledge and understanding; Intellectual skills; Subject/professional/practical skills; Transferable skills

Section 4: Programme structure

The flexible programme structure allows students to take the MSc over 12 or 18 months fulltime or part-time over a longer period.

Year 1	<p>Compulsory modules</p> <p>From any combination of:</p> <ul style="list-style-type: none">• Understanding Public Health UZVREX-20-M• Critical Appraisal Skills UZVRF3-20-M• Epidemiology and Research Methodology UZVS54-20-M• Health Promotion UZVRF5-20-M• Public Policy UZVREY-10-M• Communicable Disease Control UZVSG6-10-M <p>PLUS 20 credits of optional modules drawn from</p> <p>EITHER:</p> <p>Applied Epidemiology UZVRF4-10-M;</p> <p>Health Economics UZVS58-10-M;</p> <p>Evidencing Work-based Learning 4 UZVRFG-20-M;</p> <p>Independent Study UZVRFF-20-M;</p> <p>OR the following non-HSC optional modules:</p> <p>Healthy Communities UBHM4J-20-M;</p> <p>Social Marketing UMKCSD-10-M;</p> <p>Understanding Statistics UFQETE-10-M.</p>	<p>Interim Awards:</p> <p>PG Certificate Public Health</p> <ul style="list-style-type: none">• Credit requirements: <p>60 credits of which not less than 40 credits are at level M</p>
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Year 2	<p>Compulsory modules</p> <p>Made up of:</p> <ul style="list-style-type: none"> • Understanding Public Health UZVREX-20-M • Critical Appraisal Skills UZVRF3-20-M • Epidemiology and Research Methodology UZVS54-20-M • Health Promotion UZVRF5-20-M • Public Policy UZVREY-10-M • Communicable Disease Control UZVSG6-10-M <p>PLUS 20 credits of optional modules drawn from:</p> <p>EITHER</p> <p>Applied Epidemiology UZVRF4-10-M;</p> <p>Health Economics UZVS58-10-M;</p> <p>Evidencing Work-based Learning 4 UZVRFG-20-M;</p> <p>Independent Study UZVRFF-20-M;</p> <p>OR the following non-HSC optional modules:</p> <p>Healthy Communities UBHM4J-20-M;</p> <p>Social Marketing UMKCSD-10-M;</p> <p>Understanding Statistics UFQETE-10-M.</p>	<p>Interim Awards:</p> <p>PG Diploma Public Health</p> <ul style="list-style-type: none"> • Credit requirements <p>120 credits of which not less than 80 credits at level M</p>
Year 3	<p>Compulsory modules</p> <ul style="list-style-type: none"> • Research Project Skills UZVS56-20-M • Dissertation UZVS59-40-M 	<p>Awards:</p> <p>Target/highest</p> <p>MSc Public Health</p> <p>Credit requirements</p> <p>180 credits level M of which not less than 120 credits are at level M</p>

Section 5: Entry requirements

- A good degree in a relevant subject and appropriate experience
- Applicants without a degree level qualification will be considered individually and will usually be asked to complete a pre-course assignment.

Section 6: Assessment Regulations

Wholly in accordance with Academic regulations and procedures

Section 7: Student learning: distinctive features and support

This programme is a genuinely multi-disciplinary public health programme which draws upon skills and experience across three faculties within the university i.e. Faculty of Health and Social Care, Faculty of the Built Environment and Faculty of Applied Sciences. The programme offers generic public health pathways with a recommended Faculty of Public Health route and a Healthy Communities Route. There is an increasing need to recognise the specialised training needs of those working in the field of health protection and this new pathway will be a valuable resource to those in local authority, NHS and others in this area.

Distinctive features which support student learning at UWE include:

- The Research Centre for Public Health and Primary Care Development with particular interests in drugs, alcohol, prison health, young people, arts and public health, social exclusion and health inequalities.
- Experienced tutors actively involved in researching key aspects of current public health issues
- A wide variety of students from a diverse range of disciplines and professional backgrounds creating a stimulating learning environment.
- A strong commitment and tradition of interprofessional learning within UWE
- UWE has a strong reputation for teaching excellence and is rated amongst the top universities for teaching quality
- A unique combination of experience in public health areas e.g. housing, social care, health promotion, economics, the built environments and environmental health
- An exciting seminar programme which involves external speakers on a range of public health issues.

Section 8 Reference points/benchmarks

Benchmarks: QAA Health Studies (Public health)

This 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. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet. Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.