



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION Version 6

Part 1: Basic Data		
Awarding Institution	<i>UWE, Bristol</i>	
Teaching Institution		
Delivery Location	<i>UWE, Bristol; Glenside and Frenchay Campuses</i>	
Faculty responsible for programme	<i>Faculty of Health and Applied Sciences</i>	
Department responsible for programme	<i>Department of Health and Social Sciences</i>	
Modular Scheme Title	Post Graduate Modular Scheme	
Professional Statutory or Regulatory Body Links		
Highest Award Title	<i>MSc Public Health</i>	
Default Award Title		
Fall-back Award Title	MSc Professional Studies	
Interim Award Titles	<i>Postgraduate Certificate in Public Health or Postgraduate Diploma in Public Health</i>	
UWE Progression Route		
Mode(s) of Delivery	<i>FT / SW / PT / BL / DL etc</i>	
Codes	UCAS:	JACS:
	ISIS2:	HESA:
Relevant QAA Subject Benchmark Statements		
CAP Approval Date		
Valid from	<i>September 2013</i>	
Valid until Date		
Version	6	

Part 2: Educational Aims of the Programme

**Broad aims**

The MSc Public Health programme aims to enable students to:

- experience outstanding learning, teaching and support, fully utilising advances in technology enhanced learning.
- become ready and able to realise their ambitions, make positive contributions to society and to their chosen field of employment or further study, and play their full part in society and the global knowledge economy.
- acquire excellence in selected areas of research that meets the needs of our community, the economy and society, addressing the critical local and global issues.

## Part 2: Educational Aims of the Programme

- enhance the global reputation and prosperity of Bristol and its region through socially responsible civic leadership.  
study an interdisciplinary postgraduate programme that is relevant to the important interprofessional field of public health.
- develop critical awareness of the multiple factors involved in improving the health of populations, communities and particular groups and to recognise the complexity of the inter-relatedness of these factors.
- achieve a broad-based postgraduate education which will enable them to acquire core public health competences, knowledge and skills.
- build their academic skills cumulatively through the programme and to support their engagement with technology enhanced learning to enhance their educational attainment.
- benefit from the opportunity to critically appraise and learn from up-to-date and relevant research and policy.
- 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.
- maximise their learning and facilitate their development as self-directed and reflective learners through a stimulating, supportive, innovative and sensitive learning environment.

### Specific aims

The programme aims to enable students to:

- achieve knowledge, understanding and skills relevant to interdisciplinary public health, and thereby be able to make positive academic and professional contributions to the evolving global public health landscape.
- develop skills and competencies to be able to plan and facilitate effective public health interventions, at individual, group, institutional and governmental levels, and thereby make meaningful contributions to improving the health of vulnerable and socially disadvantaged groups, and to tackling health inequalities.
- understand and gain insight into the changing global public health landscape to facilitate a meaningful contribution to improving the health of the poorest and those in the poorest health in communities.
- benefit fully, both personally and professionally from their experience of studying at a healthy and sustainable university which strives to embed health, wellbeing and sustainability into all its structures and processes.
- become sustainability literate to ensure they are empowered to achieve their full potential as citizens of the future.
- develop critical appreciation of real world research through innovative approaches to integrating research throughout the curriculum.
- be oriented towards broad employer sectors.

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

N/A

### Part 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:

The Learning Outcomes are set out under the following four headings:

**A. Knowledge and Understanding (subject specific)**

What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.

**B. Intellectual Skills (generic)**

Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.

**C. Subject/Professional/Practical Skills (subject specific)**

Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (eg in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.

**D. Transferable Skills and other attributes (generic)**

An indication of the generic skills which successful completion of the programme is likely to enhance, eg key skills of numeracy, communication, ability to use information technology and learning to learn.

<b>Learning Outcomes:</b>	Module No:UZVSMK-30-M Public Health and Health Promotion: Theory and Practice	Module No: UZVSML-15-M Quantitative Health Research	Module No: UZVSMM-15-M Qualitative Health Research	Module No: UZVSMN-15-M Public Health Policy and Politics	Module No: UZVSMP-15-M Public Health Economics	Module No: UZVSMQ-15-M Health Protection	Module No: UZVSMR-15-M Epidemiology of Non-communicable Diseases	Module No: UZVSMS-15-M Leadership for Public Health	Module No: UZVSMT-45-M Dissertation
<b>A) Knowledge and understanding of:</b>									
The concepts of human health from a range of perspectives	X			X					
The key determinants of health and the relationships between them	X						X		
Understand the ethical standpoints of the disciplines contributing to public health	X			X					



interventions and practices									
Demonstrate that the lessons of history can be accommodated in discussion about current practice	X			X			X	X	X
Critically appraise and evaluate how evidence is generated and used in the public health policy process		X	X	X	X		X		X
Critically interpret and evaluate the use of epidemiology and statistics for descriptive and analytic purposes.		X		X	X	X	X		X
Critically interpret and evaluate the estimation of economic efficiency where social capital and community assets are important				X	X				
Compare partnership working with other forms of service delivery				X	X			X	
Be able to reflect upon and critically examine the trade-off between efficiency and equity in international health systems					X				
<b>(C) Subject/Professional/Practical Skills</b>									
Write for different audiences by preparing essays, project reports, seminar papers, dissertation	X	X	X	X	X	X	X	X	X
Evaluate and contribute to contemporary debates on the nature, delivery, resourcing of services	X			X	X				X
Demonstrate a capacity to translate theory into practical proposals to encourage partnership working in the field of public health	X			X	X			X	X
Demonstrate some of the potential benefits of partnership working by drawing on case studies	X			X				X	X
Produce a comprehensive and critical review of the literature									X
Demonstrate a good understanding of the strengths and weaknesses of a research methodology and method		X	X						X
Critically evaluate and explore aspects of the research process including issues of reliability, validity and trustworthiness		X	X						X
Design and execute a well planned research study based on relevant methodology within an appropriate framework of research governance									X
Demonstrate high standards of ethical practice in research and critically reflect on ethical issues		X	X	X					X
Critically evaluate and reflect on the strengths and weaknesses of their own research practice									X
Evaluate and contribute to theoretical and methodological debate in their discipline		X	X						X
Demonstrate some of the potential benefits for decision makers of applying economic					X				

thinking and techniques to prioritizing resources to maximize health gain										
<b>(D) Transferable skills and other attributes</b>										
Communicate effectively verbally as well as through written and visual work	X	X	X	X	X	X	X	X	X	X
Reflect on and evaluate own academic and professional performance	X								X	X
Make effective use of information technology e.g. Blackboard, web and internet, databases, TEL.	X	X	X	X	X	X	X	X	X	X
Manage change effectively and respond to changing demands									X	X
Find, access and use information effectively from on line resources	X	X	X							X
Take responsibility for personal and professional learning and development (Personal learning contract, mentor scheme)										X
Manage time, prioritise workloads	X	X	X	X	X	X	X	X	X	X
Find, access and use information effectively from on line resources	X	X	X	X	X	X	X	X	X	X

#### Part 4: Student Learning and Student Support

Two key strengths of the MSc Public Health programme are its multidisciplinary and its ability to attract students from culturally, professionally and demographically diverse backgrounds. The approach to teaching and learning therefore needs to reflect this diversity. Students come to the programme with varying levels of academic background and experience, preferred styles of learning, and social and personal commitments, which will impact on their learning. To reflect this, teaching entails a mix of scheduled and independent learning and support\* to ensure each student has the opportunity to endeavour to achieve their full potential on the programme. UWE has a strong reputation for teaching excellence, and this programme has Technology Enhanced Learning (TEL) at the centre of its teaching and learning strategy.

\*support is provided throughout the learning journey via Personal Tutors, programmed Study Skills, Module Leaders and Peer Assisted Learning leaders.

Scheduled learning is carefully planned to provide space within the curriculum for students to develop their knowledge and understanding; it comprises lectures, seminars, tutorials, guided reading, case studies dissertation supervision, and opportunities for private study, where students are encouraged and supported to engage with, interpret and critique relevant theory, policy, practice and evidence, and to develop their ideas. The MSc Public Health programme utilises TEL approaches to support scheduled learning; further details are provided later in this section. TEL is defined as any Information and Communication Technology (ICT) that directly supports learning and teaching.

Throughout the programme, students are encouraged to actively engage with published literature and maintain a schedule of their independent reading, to supplement and consolidate scheduled learning and to broaden their individual knowledge and understanding of the subject. Learning strategies will include facilitation of group-work via scheduled seminar and tutorial activities, and organised peer support, both group-based

#### **Part 4: Student Learning and Student Support**

and virtual (facilitated by PAL leaders). Teaching and learning approaches employed within the programme aim to facilitate the development of student independence and autonomy. The programme makes use of both structured learning opportunities and supported independent learning strategies. Importantly, the programme aims to develop a peer approach in which staff model good practice and draw on their experiences of research, scholarly activity and professional activity. A specialist librarian teaches on the programme across three modules to support students to effectively use information resources.

Students on postgraduate programmes 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 programmes are expected to demonstrate competence in relation to the design, implementation and evaluation of a piece of original supervised research.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion, etc.

Teaching and learning strategies will encourage students' original and creative thinking. This will be facilitated by drawing upon students' own experiences and practices to interrogate theory. Public Health is a dynamic field, with new situations posing new problems and presenting new opportunities. Public Health practitioners need to be adaptable and innovative, as well as competent, in order to meet these challenges.

Postgraduate students are expected to achieve a high degree of skill in critical evaluation compared with undergraduates. Critical thinking includes the ability to analyse complex, sometimes conflicting viewpoints and evidence, to think 'outside the box', and to demonstrate clarity in synthesising and evaluating experiences, published literature, theoretical perspectives, policy and research evidence. Skills of analysis, synthesis and evaluation require development to enable students to work alongside staff who are 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 curriculum is designed to enable students to acquire subject-specific, professionally-relevant practical skills and competencies, particularly orientated towards leadership, facilitation, evidence-based practice and partnership working; these are achieved via the portfolio of taught modules, where there is a cross curricular theory-practice theme, and the option to take a work-based learning module in the field.

The programme team recognises 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. Web-based and other interactive resources have been developed which will facilitate collaborative working between students. Staff from other faculties will be actively involved in delivering the programme, where there is recognised specialist expertise and will contribute to team teaching within particular modules.

Transferable skills are acquired throughout the programme, with an emphasis within modules on student-centred, active learning approaches, and the development of group, team, presentation and leadership. Students are expected to undertake independent reading and research to develop and consolidate scheduled programme content and underpin their individual skill, knowledge and understanding. As mentioned above, the programme's TEL strategy supports this endeavour and is further explained below.



## Part 4: Student Learning and Student Support

A key teaching and learning outcome is the further dissemination of knowledge and research. Public Health graduates should be equipped to lead in the development and further advancement of the evidence base underpinning professional practice and be able to influence their peers and other agencies through a variety of media. These skills are assessed across the programme via various methodologies that include report writing, reflective writing, oral presentation, research project development and use of technology enhanced visual presentation tools. Students are encouraged to produce outputs of a standard transferable to professional practice contexts, that include professional and academic publications. Hence, teaching and learning strategies aim to enable students to develop effective communication skills at a number of levels.

### Technology Enhanced Learning

This is a time of unparalleled transformation of Information and Communication Technologies (ICTs) in Higher Education and public health practice. This process is closely linked to changing student expectations, forces of globalisation and the marketisation of higher education.

Whilst 'change' in a variety of manifestations has come to characterise the public health field in recent decades, we can anticipate unprecedented and profound changes to models of education and professional practice in the near future. This context presents both considerable opportunities and challenges for the MSc Public Health programme.

The programme seeks to embed the *effective* use of TEL for *meaningful* enhancement of public health education and practice rather than the use of technology for technology's sake. The use of TEL will be supported by evidence based practice derived from shared best practice, published research/evaluation and sound pedagogical principles. However it is recognised that keeping pace with the rapid proliferation of information, software tools, and devices is challenging for students and teachers alike.

The staff team, as dedicated educationalists, seek to both meet and anticipate student expectations through the application of TEL. While the student experience is at the foreground for the programme, the TEL strategy should not lose sight of the professional development and wellbeing of staff, the public health practice community and the ultimate goal of public health improvement.

With these considerations the programme team anticipates the application of TEL to:

- become fully integrated into both programme delivery and supporting activities
- enhance innovative pedagogical practice, particularly in the areas of critical thinking, independent learning, collaborative learning, personal development, communication and the management of information
- promote opportunities for greater flexible student learning and distance learning – particularly for international students
- support greater student and staff collaboration with other post-graduate programmes within UWE – with the wider aim of developing innovation, critical mass and a vibrant learning community
- enable opportunities for collaboration and partnerships with other public health HEI providers both within the UK and overseas
- support partnerships for CPD in professional public health practice settings

The programme team is at the leading edge of the Faculty and University's TEL Strategy



## Part 4: Student Learning and Student Support

and is working with the TEL course development team to:

- pilot, implement and evaluate new TEL methodologies across the curriculum, from September 2013.
- participate in the Faculty and University TEL staff development strategy and exceed minimum standards of TEL delivery in the programme as a matter of routine. Staff development is an important feature of the successful implementation of our TEL strategy.
- introduce the use of Web 2.0 participatory/social, networking tools to support staff-student dialogue and communication, and to introduce innovative, dialogic learning approaches.
- provide ongoing support for students to both employ TEL approaches as part of their own learning and portfolio development for professional public health practice. This support will form an integral part of module delivery with additional support via study skills, library staff and dedicated training. It will be dialogical in approach to anticipate the potential for students to contribute their own expertise and experiences.
- monitor and review TEL delivery as part of annual programme evaluation / reporting, to ensure that quality standards are maintained and consistent with other modes of learning.
- make reasoned judgements on the appropriate use of TEL tools such that their applications are pedagogically appropriate, resource efficient, ethical and supportive of the wellbeing of staff, students and wider communities of interest.
- employ TEL approaches to promote public and market interest in the programme and UWE more generally.
- monitor the HEI Public Health market context with regard to TEL developments in the sector, and prepare for significant investment in emerging forms of TEL supported programme delivery.

### General facilities and equipment provided by the Students' Union to support students

The Students' Union is actively involved in recruiting and supporting student representatives, and they will have a more active and visible presence in terms of endeavouring to support students based at Glenside Campus.

### Career Options

The majority of students who enter the programme are already in employment. Applicants come from a wide range of public health related backgrounds, whether from overseas or from the UK. Usually they enter the programme with a view to enhancing their employment prospects in terms of promotion or diversification. Many international students are already in Public Health roles and therefore choose to study at UWE to further develop their capabilities to return to their home countries to perform their roles more effectively and move into senior public health roles. Periodically, students on the programme enquire about options to acquire work experience in public health, to supplement their studies; these can be UK and international students who are seeking further career development following graduation. In previous years, Public Health employers within the south west region have offered voluntary (unpaid) placements to students and the programme team plans to develop this further in 2013-14 with field trips, visits and work-based experiences

An audit was undertaken in 2012 to map the new curriculum against UK Public Health professional competencies (Faculty of Public Health - FPH), the EU Public Health competencies (European Core Competences for Masters in Public Health Education –

## Part 4: Student Learning and Student Support

ECCMPHE), and the US Public Health competencies (American Association of Schools of Public Health MPH Core Competency Model - ASPH). The curriculum was subsequently refreshed and updated to reflect this range of national and international standards for Public Health. In summary, this mapping exercise highlighted the relevance of the new curriculum to the Public Health and Environmental Health professions as follows:

- The UWE MSc Public Health programme maps strongly on to core Public Health competences at a European and National level, i.e. the FPH learning outcome framework can be mapped closely at Key Area level to the UWE MSc Public Health and also to the ECCMPHE;
- At module heading level, the ASPH can also be mapped closely to the UWE MSc Public Health programme and further work will be carried out to map at specific module content variation if required.

Overall, this enhances the career and employability prospects of UWE Public Health graduates. Further details of the European competencies can be found at [http://www.old.aspher.org/index.php?site=core\\_competencies\\_in\\_ph](http://www.old.aspher.org/index.php?site=core_competencies_in_ph)

Faculty of Public Health Assessment Blueprint is available at: [http://www.fph.org.uk/uploads/FPH\\_assessment\\_blueprint.pdf](http://www.fph.org.uk/uploads/FPH_assessment_blueprint.pdf)

The Association of Schools of Public Health MPH Core Competency Model 2006 is available at: [www.asph.org/document.cfm?page=851](http://www.asph.org/document.cfm?page=851)

### Student support structures

Student support is available through Personal Tutors, Module Leaders, the Programme Manager, Peer Assisted Learning (PAL) leaders, Public Health trainees, Student Advisors, peer support both within year and across the total cohort, the Student Wellbeing Service, the Students' Union and UWE wide student facing facilities. A wide range of communication methods are utilised, which include face-to-face, timetabled and ad hoc support sessions, email correspondence, Blackboard communications media, Facebook, Lync and telephone. With the development of a wider portfolio of TEL applications, greater use of blog and social media platforms will enhance staff-student communications.

A bespoke study skills programme is timetabled and fully integrated into the programme; it runs on a weekly basis throughout two semesters, and is available to all students on the MSc Public Health programme. It is delivered by UWE's Academic writing, Communication and English language Skills (ACES) programme, and is tailored to the programme, providing relevant student centred support for students preparing their assessments.

The Peer Assisted Learning (PAL) academic support scheme is well established on the programme. Each year, three PAL leaders are recruited from their final year (dissertation year) to provide peer support to new students. PALs are trained and paid to run weekly study and pastoral support sessions, where they share their experiences and knowledge of the programme with new students. During 2012-13, one international PAL leader for the MSc Public Health received an award for his exceptional contribution as a PAL Leader.

The MSc Public Health programme team is supported by the University's Student Disability Service, and actively endeavours to provide a holistic service for disabled students and applicants. Communication between the Disability Service, Student Advisors, the Wellbeing

## Part 4: Student Learning and Student Support

Team and the programme team is highly responsive, with a high degree of dedication from within the programme team towards supporting students, maintaining confidentiality and respecting the rights of individual students.

Likewise, the programme team is dedicated to diversity in terms of supporting all students irrespective of their backgrounds, in its effort to provide effective advocacy for students and in supporting students to achieve their academic potentials on the programme. The programme team uses a Personal Tutor system to provide personalised academic support for individuals, and provides dedicated support workshops for international students. Personal tutors provide a 'front-line' contact for individuals with special needs or who experience exceptional or unexpected circumstances during their studies, and will help them to seek appropriate support from within the University

The extensive library services support students throughout their UWE programmes. Services are very accessible to students with long opening hours on campus. Students studying at Glenside campus can also access Frenchay campus library which is a 24 hour facility in term time. Online 24 hour library support is available in the form of a chat service. In addition a named subject support librarian is available for students to gain 1:1 support with detailed work e.g. search strategies. In addition the library offers extensive access to online journals, databases, ebooks, and seminars (e.g. REFworks, Advanced literature searching).

### Description of any Distinctive Features

This programme is a genuinely multi-disciplinary public health programme which draws upon skills and experience from a wide team of staff with a wealth of expertise and experience from different disciplinary backgrounds both in the Faculty of Health and Life Sciences and the Faculty of Environment and Technology. In addition external speakers engaged in current public health practice contribute on a regular basis to the programme.

**Distinctive features** which support student learning on the MSc Public Health programme at UWE, Bristol include:

- Students benefit from UWE, Bristol as a **healthy and sustainable university** which underpins its ethos and value base with its commitment to strong socially responsible civic leadership.
- The programme is informed by the **10 national public health competencies** and mapped against European Core Competencies and aligned with American School of Public Health Core Competencies (Appendix 1).
- Utilisation of all **professors** in public health related areas i.e. public health, public health and sustainability, health service research, arts and health, public health economics, public health and planning. Together with the wider teaching team this provides a unique combination of experience in public health areas e.g. social sciences, social care, health promotion, health economics, the built environment and environmental health.
- The Institute for Sustainability, Health and Environment (ISHE) together with the Centre for Health and Clinical Research (CHCR) with its Public Health and Wellbeing theme highlight the depth and breadth of **relevant research and knowledge exchange** that underpin and are integrated into the programme.
- The majority of the teaching is undertaken by **academics with strong research**

#### Part 4: Student Learning and Student Support

**profiles**, who are able to demonstrate excellence in selected areas of research that meet the needs of our community, the economy and society, addressing critical local and global issues.

- A wide variety of students from a diverse range of disciplines, cultural and professional backgrounds create a **stimulating learning environment**.
- **Study skills support** is embedded within the programme- the programme team has developed a tailored curriculum of study skills and tutorial support throughout the academic year. This is scheduled into the timetable and is most accessible to full time students who will have more time to participate.
- Promotion of and recruitment to the **Peer Assisted Learning (PAL)** initiative is planned for the beginning of each academic year. The Global PAL initiative is also promoted to new international students.
- A robust personal tutorial scheme ensures that, in addition to module leaders, the Programme Manager and generic university support staff, each student has a dedicated personal tutor for pastoral and academic support.
- The programme's **Internationalisation Strategy** ensures that increasing numbers of international students gain from relevant and appropriate teaching, excellent pastoral support, Peer Assisted Learning, and services to support their health and wellbeing needs. The benefits from this include measurable improvements in international students' assessment profiles in 2012-13, high satisfaction levels reported via student reps and PALs regarding the programme and the UWE 'experience', and greater relevance of teaching and learning content as this is threaded through the curriculum. In 2013-14, attention to work experience and employability will be a priority for the programme team. Furthermore, more carefully targeted marketing of the programme is being undertaken via international representatives to achieve stronger relevance of the programme to the market.
- The programme is distinctive in being **multidisciplinary** and not having its roots and philosophical basis in conventional medicine. A socio-ecological model of health underpins the ethos of the programme. It has developed over the last decade to meet the needs of an expanding interdisciplinary public health profession and continues to recruit from NHS and Local Authority Public Health, health promotion and environmental health bases.
- Major changes in the landscape for Public Health having moved into a Local Authority context does mean that programme content needs to continually adjust to reflect this. The programme is **dynamically updated**, utilizing wide experience, expertise and intelligence from the field, through regular dialogic interaction between staff and students.
- **Strong partnership working** with external individuals, agencies and organisations enables this practice-orientated programme to generate excellent graduate employment opportunities and outcomes for students from all backgrounds.
- **Collaborative teaching**, through direct engagement with service-based public health professionals, e.g. Health Protection Agency, Directors of Public Health, Consultants in Public Health, public health trainees.
- All students experience **outstanding learning, teaching and support services**, utilizing advances in technology to enrich and enable the learning experience.
- A key goal of the programme is to ensure that MSc Public Health **graduates feel ready and able**, as citizens and public health leaders of the future, to make positive

#### Part 4: Student Learning and Student Support

contributions to society, particularly in endeavouring to meet the needs of the poorest and most vulnerable in global society. This goal is supported by engaging with students in meaningful debate on key public health issues. The teaching team share a genuine commitment towards supporting and advancing progress that supports, empowers and communicates empathy for the most needy and vulnerable in society, via commitment to tackling social injustice and giving voice to hard-to-teach groups. These themes are communicated via teaching and learning on the programme, particularly through embedding research and professional practice experience within the programme.

- Outstanding transferable and future-shaping skills are developed, particularly in the fields of research, critical analysis, comprehension of complex issues and development of evidence-based practice.
- **Students demonstrate enthusiasm and motivation** within assignments and are genuinely inspired by the opportunity to critically examine their practice.
- Excellence in delivering robust modules, which evaluate well year on year, is achieved through **regular communication and feedback from students**.

#### Part 5: Assessment

Approved to [University Regulations and Procedures](#)

##### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The range, type and timing of assessments has been carefully chosen at module level and carefully balanced across the whole programme. For each module the assessment is appropriate for the content and context of the module and across the programme the range of assessments reflect the breadth of the programme together with introducing variety and innovation. The timing of assessments has been considered to ensure minimal bunching and appropriate timing with regard to module input.

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.

Assessments on this programme are designed to be integrative, combining development of learning (knowledge, understanding, critical thinking, analysis) and its application to organisational, policy and practice contexts. 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 and Transferable skills.

There is a strong cross-curricular theory-practice theme to the programme which means that modules are designed to enable students to understand the relevance of their learning to professional practice contexts, and to acquire and apply skills from their learning. Several modules have a strong policy and practice orientation.

## Assessment Map

The programme encompasses a range of **assessment methods** including essays, individual and group presentations, written examinations (seen and unseen), multiple choice question exams and dissertation. These are detailed in the following assessment map:

### Assessment Map for MSc Public Health programme

		Type of Assessment*									
		Unseen Written Examination	Open Book Written Examination	In-class Written Test	Practical Examination	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
<b>Instructions:</b> Add the Component (A or B) to the appropriate column for each Module Number and add the weighting for that assessment in brackets (as per the examples given)  Add further columns as necessary*											
Compulsory Modules Level M	Module No UZVSMK-30-M PH&HP:T&P		A (60)				B (40)				
	Module No UZVSML-15-M Quantitative Health Research	A (100)									
	Module No UZVSMM-15-M Qualitative Health Research		A (100)								
	Module No UZVSMN-15-M PH Policy & Politics							A (100)			
	Module No UZVSMP-15-M PH Economics							A (100)			
	Module No UZVSMQ-15-M Health Protection	A (100)									
	Module No UZVSMR-15-M Epid.Non-Comm.D	A(100)									
	Module No UZVSMS-15-M Leadership for PH						A (30)	B (70)			
	UZVSMT-45-M Dissertation								A (100)		

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.




## Part 6: Programme Structure

The new programme has been developed on a predominantly 15 credit structure for several reasons. It aligns with wider university developments around a 15, 30 and 45 credit currency for modules and provides a modular structure that enables sharing/cross over with partner programmes e.g. MSc Environmental Health. The predominantly 15 credit structure responds to feedback from local and regional employers for study units that can contribute to Public Health trainees' and professional CDP portfolio development/in-service training. It also renders the modules more accessible to other postgraduate and graduate development programmes, especially the research modules. Overall the clear curricular structure maps onto national and international Public Health training / education competencies and enables applicants to pursue a bespoke PD Certificate or PG Diploma in Public Health that meets their respective professional requirements. The defined module areas enable a transparent structure of assessment, with learning outcomes relevant to the subject area mapped against tailored assessment strategies.

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- level and credit requirements
- interim award requirements
- module diet, including compulsory and optional modules

ENTRY			Compulsory Modules	Optional Modules	Interim Awards
	Year 1 FULL TIME STUDENTS	SEMESTER 1	<b>UZVSMK-30-M</b> <i>Public Health and Health Promotion: Theory and Practice</i>	<b>None</b>	<b>PG Certificate Public Health</b> (60 credits of which not less than 40 credits are at level M) <i>(must include Public Health and Health Promotion: Theory and Practice)</i>
			<b>UZVSML-15-M</b> <i>Quantitative Health Research</i>		
			<b>UZVSMM-15-M</b> <i>Qualitative Health Research</i>		
			<b>UZVSMP-15-M</b> <i>Public Health Economics</i>		
			<b>UZVSMN-15-M</b> <i>Public Health Policy and Politics</i>		
		SEMESTER 2	<b>UZVSMR-15-M</b> <i>Epidemiology of Non-communicable Disease</i>		<b>PG Diploma Public Health</b> (120 credits of which not less than 80 credits are at level M) <i>(does not include Dissertation module)</i>
			<b>UZVSMQ-15-M</b> <i>Health Protection</i>		
			<b>UZVSMS-15-M</b> <i>Leadership for Public Health</i>		
			<b>UZVSMT-45-M</b> <i>Public Health Dissertation*</i>		
		<b>GRADUATION</b>			



## Part Time Trajectory:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time** student.

Compulsory Modules	Optional Modules	Interim Awards
<b>Year 1 modules PART TIME</b>	<b>None</b>	
UZVSMK-30-M <i>Public Health and Health Promotion: Theory and Practice</i>		<b>PG Certificate Public Health</b> (60 credits of which not less than 40 credits are at level M) <i>(must include Public Health and Health Promotion: Theory and Practice)</i>
UZVSML-15-M <i>Quantitative Health Research</i>		
UZVSMS-15-M <i>Leadership for Public Health</i>		<b>PG Diploma Public Health</b> (120 credits of which not less than 80 credits are at level M) <i>(will not include Dissertation module)</i>
UZVSMR-15-M <i>Epidemiology of Non-communicable Disease</i>		
<b>YEAR 2 Modules PART TIME</b>		<b>MSc Public Health</b> (180 credits of which not less than 120 credits are at level M)  *Most part-time students will do the dissertation in Year 3.
UZVSMN-15-M <i>Public Health Policy and Politics</i>		
UZVSMM-15-M <i>Qualitative Health Research</i>		
UZVSMP-15-M <i>Public Health Economics</i>		
UZVSMQ-15-M <i>Health Protection</i>		
UZVSMT-45-M <i>Dissertation*</i>		

## TRANSITION ARRANGEMENTS

Full time students on the existing 2012-13 programme are not affected by the revised programme. By the time of its implementation in September 2013, these students will be completing their 40 credit dissertation. Students with outstanding referrals or deferrals will be able to complete their assessments for the former modules.

Part time returning students will be completing some modules from the former programme and some new modules that map onto the old curriculum. The transfer arrangements were discussed with each student and all students agreed that the new programme would benefit them and cause them no concerns. Each part time returning student's record (ISIS profile) was mapped to the new programme and the transition arrangements planned to enable all students to transfer into the programme with a mix of new and old modules. These transition arrangements are described below. The timetable showing these arrangements is available as a separate document.

## Transition Table

FORMER MODULE	CREDIT RATING	NEW MODULE	CREDIT RATING
1. Understanding Public Health 2. Health Promotion	20 20	a. Public Health & Health Promotion	30
3. Epidemiology & Research Methodology 4. Critical Appraisal Skills	20 20	b. Quantitative Health Research c. Qualitative Health Research	15 15
5. Public Policy	10	d. Public Health Policy & Politics	15
6. Health Economics	10	e. Public Health Economics	15
7. Applied Epidemiology	10	f. Epidemiology of Non-communicable disease control	15
8. Communicable Disease Control	10	g. Health Protection	15
9. Healthy Communities	20	h. Leadership for Public Health	15
10. Research Project Skills 11. Dissertation	20 40	i. Dissertation (with Research Project Skills embedded)	45

Most part time returning students normally have completed 60 credits [1], [2] and [4]. This exempts them from [a], [b] and [c], which cover the same syllabi.

[4] will be embedded within [b] and [c].

[2] will re-run for 1 year when [c] runs in the timetable (embedded within [1] in new programme).

[5] will re-run for 1 year embedded within [d] with former assessment; syllabus covered in new module (unlikely to be required).

[6], formerly an option module, will re-run for 1 year embedded within [e] with former assessment; syllabus covered in new module (affects a few students).

[7], formerly an option module, will re-run for 1 year embedded within [f] with former assessment; syllabus covered in new module (unlikely to be required).

[8] will re-run for 1 year embedded within [g] with former assessment (affects a few students).

[9], formerly an option module, will run as 15 credit version (available in FET) for 1 year or students can select [h] as alternative.

[h] is a brand new module, so has no implications for returning students unless they select it as alternative to [9].

[10] now embedded within [i], which returning students will take. All student profiles can accommodate 45 credit format and planned timetabling format.

Essentially, all returning students experience no disadvantage with the new programme, they can complete the same syllabus they originally signed up for and their assessment load is more balanced. They retain some choice within the programme (previous programme had 20 credits of options). All students consulted were happy with the transfer of former options [6] and [7] into the core curriculum given these cover key Public Health competencies.

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply.

- Since the MSc Public Health is a multidisciplinary programme, it draws applicants from a wide range of academic and professional backgrounds. Applicants should have a good honours degree (1<sup>st</sup> or 2<sup>nd</sup> Class) and will be considered from any discipline.
- Applicants without a good honours degree will be considered individually, in the light of employment experience (voluntary or paid) and professional qualifications.
- Applicants may be asked to complete a pre-course assessment.

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

### [QAA UK Quality Code for HE](#)

National qualification framework

Subject benchmark statements

### [University strategies and policies](#)

Staff research projects

Any relevant PSRB requirements

Any occupational standards

The university's core purpose is focused on advancing knowledge, inspiring people, transforming futures'. Its ambition for 2020 will be based around being known internationally as the leading university in the UK for

- Professionally accredited and practice-orientated programmes, which generate excellent employment opportunities and outcomes for students from all backgrounds
- Working with our local and regional economy, businesses and communities, to advance knowledge, addressing the critical local and global issues and enhancing the health, wealth and prosperity of the Bristol city region and the West of England
- Being digitally advanced, agile and responsive in the way we work, embracing and leading change and the development of new opportunities

The MSc Public Health programme aligns to this strategic ambition through:

**Outstanding learning** - ensuring that students experience outstanding learning, teaching and support services, fully utilising advances in technology. The new programme design has incorporated innovative (and likely to be effective) use of technology for teaching, learning and assessment. Technology enhanced learning will be integrated into all modules. For instance this will build on the already blended approach undertaken with the Health Economics module but will also include lecture capture systems, podcasts, preparatory online material, blackboard discussions, online marking and feedback throughout other modules. Embracing the TEL Strategy will result in increased efficiency, enhanced student and staff experiences and accessibility to study and transformed programme content and delivery which mirrors and resonates with the changing external public health landscape.

**Ready and able graduates** - Our Public Health graduates will be ready and able to realise their ambitions, make a positive contribution to society and their chosen field of employment or further study and play their full part in society and the global knowledge economy. The programme content has been mapped against the national (FPH), European (ECCMPHE) and American (ASHE) core competences. These can be considered to be the external benchmark statements available to Masters level education in Public Health. There is no formal accreditation body for these programmes. All modules in the new programme are core to ensure that students graduating from the UWE programme have covered recognised essential core competences to equip them for differing and challenging employment markets. Employment opportunities include a range of settings including local government, NHS, education, voluntary and community and private sectors. Students can undertake FPH Part 1 and 2 exams to become formally registered as a Member of the FPH during or after completion of the MSc Public Health. UWE graduates have successfully passed these national exams. It is also important to note that UWE is nationally recognized as a Public Health Specialist Registrar Training location which means that students benefit from interaction with current Public Health Trainees who are partly at UWE and partly in Public Health Practice. Key members of programme staff have had distinctive careers in global public health practice and UWE students benefit greatly from their contributions to the programme. Dedicated workshops with international students are used to ensure student are integrated well into the programme, understand and can access all that UWE has to offer them and discuss future career pathways – employment and academic. International students are embedded carefully across tutorial groups to enable their interaction with the wider student group. Also international students are successfully encouraged to become student representatives and engage in the PAL scheme both as participants and later as advisors. The internationalisation strategy is geared toward more astute programme marketing and recruitment, and a much stronger, focused employability strategy developed via international agents and contacts..

**Research impact** - The Institute for Sustainability, Health and Environment together with the Centre for Health and Clinical Research with its Public Health and Wellbeing theme highlight the depth and breadth of relevant research and knowledge exchange that underpins and is integrated into the programme ([www.uwe.ac.uk/ishe](http://www.uwe.ac.uk/ishe); [www.uwe.ac.uk/research](http://www.uwe.ac.uk/research) ). The programme team comprises research active staff who are involved in researching key current public health issues. This excellence in selected areas of research contributes to meeting the needs of our community, the economy and society, addressing the critical local and global issues.

**Civic leadership** - The programme sets out to educate and equip the public health leaders of the future with knowledge and skills to impact locally, nationally and internationally on health improvement, helping to increase the health of the poorest and the most poorly. In this way the MSc Public Health graduates can be seen as having the potential to enhance the global reputation and prosperity of Bristol and its region through socially responsible civic leadership.

Over the 13 years the programme has been running, external examiners have successively worked closely with the programme team and have always been extremely complimentary with regard to the student experience and the future shaping function of the programme.

**What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.**

Improving quality and standards of learning

Continual feedback mechanisms from students are in place through informal and formal channels.

Students are encouraged to complete the Student Experience Survey annually and information attained from this is scrutinized, embedded in the annual Programme Report and discussed at programme team level to address issues raised.

Programme Staff-Student Forum meetings are held regularly through an academic year. Key issues, action points and outcomes from these meetings are acted upon by the programme team and discussed at Programme Team meetings. Issues are also referred to the Public and Environmental Health Subject Group and to the Department Committee when appropriate.

Evaluation of every module utilizing a range of methods e.g. formal evaluation form; informal discussion with students, and evaluation of the overall programme is completed each year. The latter is a very comprehensive exercise.

External examiners have played an important role in assessing quality and standards of learning and their feedback has always been very helpful and complimentary.

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, available on the [University's website](#).