



**ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>		
<b>Awarding Institution</b>	UWE, Bristol	
<b>Teaching Institution</b>	UWE, Bristol Villa College, Maldives	
<b>Delivery Location</b>	UWE, Bristol Villa College, Maldives	
<b>Faculty responsible for programme</b>	Faculty of Health and Applied Sciences	
<b>Department responsible for programme</b>	Department of Health and Social Sciences	
<b>Modular Scheme Title</b>	Post Graduate Modular Scheme	
<b>Professional Statutory or Regulatory Body Links</b>	UWE, Bristol and Villa College delivery are validated and accredited by APHEA.	
<b>Highest Award Title</b>	MSc Public Health	
<b>Default Award Title</b>		
<b>Fall-back Award Title</b>	MSc Professional Studies	
<b>Interim Award Titles</b>	Postgraduate Certificate in Public Health or Postgraduate Diploma in Public Health	
<b>UWE Progression Route</b>		
<b>Mode(s) of Delivery</b>	<i>FT / PT</i>	
<b>Codes</b>	<b>UCAS:</b>	<b>JACS:</b>
	<b>ISIS2:</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>		
<b>CAP Approval Date</b>		
<b>Valid from</b>	September 2013 January 2017 (Version 7)	
<b>Valid until Date</b>	2019	
<b>Version</b>	7	

## 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.
- enhance the global reputation and prosperity of their locality 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 university which strives to embed health, wellbeing and sustainability into all its structures and processes.

## **Part 2: Educational Aims of the Programme**

- 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)**

Students who undertake the MSc Public Health at UWE Bristol study an interdisciplinary postgraduate programme that is relevant to the important inter-professional field of public health. Over the course of the programme they develop a 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. The MSc Public Health offers a broad-based postgraduate education which enables students to acquire core public health competences, knowledge and skills. It builds their academic skills cumulatively through the programme and to support their engagement with technology enhanced learning to enhance their educational attainment. Students benefit from the opportunity to critically appraise and learn from up-to-date and relevant research and policy and 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.

### 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.

	UZVRT4-15-M Introduction to Public Health	UZVRT3-15-M Health Promotion	UZVSMML-15-M Quantitative Health Research	UZVSMML-15-M Qualitative Health Research	UZVSMN-15-M Public Health Policy and Politics	UZVSMMP-15-M Public Health Economics	UZVSMQ-15-M Health Protection	UZVSMR-15-M Epidemiology of Non-communicable Disease	UZVSMS-15-M Leadership for Public Health	UZVSMT-45-M Dissertation
<b>Learning Outcomes:</b>										
<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			X					X

	Current approaches to the measurement of health and the surveillance for health within populations		X	X	X		X	X	X				
	The development of public health policy and its scope in contemporary society					X				X			
	A range of social, political, economic and cultural influences on public health		X			X	X		X				
	The roles and contribution of institutions, organisations and professions to the development of public health policy and practice from a global perspective.		X			X		X	X	X			
	Current approaches to promoting health		X			X			X				
	The contribution of appropriate disciplines to an interdisciplinary approach to public health		X			X				X			
	The validity and reliability of evidence			X	X		X	X	X				
	The process of systematic review and meta-analysis			X	X								X
	The principles of health economics as a basis for gathering and interpreting evidence			X			X						
	Evaluating the effectiveness and cost effectiveness of public health interventions			X			X	X	X				
	How evidence is used in the policy process					X	X		X				
	The theory and practice of partnership working									X			
	The language used by different bodies involved in the field of public health		X			X				X			
	The organisational structure (including financing) and competence of different bodies involved in public health		X			X	X			X			
	The various influences that impinge on the process of policy formation and implementation					X				X			
	The complex interdependency between the organisations, economic, social ideological and policy contexts of public services practice					X	X		X	X			
	A range of research methodologies and strategies appropriate to address such issues as reliability and validity			X	X								X
	The appropriateness of a range of research methodologies and strategies in solving complex and significant problems			X	X		X		X				X
	The strengths, limitations and potential of different sources of epidemiological data			X					X		X		X
	The use of public health evidence in health policy formation, implementation and evaluation.			X	X	X		X	X				X
	<b>(B) Intellectual Skills</b>												
	Be able to reflect upon and critically analyse the development of public health theory, research and practice	X	X	X	X	X	X	X	X		X		X
	Demonstrate creativity in applying theory to practice	X	X	X	X	X				X	X		X

	Reflect critically upon public health interventions and practices	X	X	X	X	X	X	X	X			X
	Demonstrate that the lessons of history can be accommodated in discussion about current practice	X				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		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			X		
	Be able to reflect upon and critically examine the trade-off between efficiency and equity in international health systems	X					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	X
	Evaluate and contribute to contemporary debates on the nature, delivery, resourcing of services	X	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	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				X					X	X
	Demonstrate a good understanding of the strengths and weaknesses of a research methodology and method			X	X						X	X
	Critically evaluate and explore aspects of the research process including issues of reliability, validity and trustworthiness			X	X						X	X
	Design and execute a well planned research study based on relevant methodology within an appropriate framework of research governance										X	X
	Demonstrate high standards of ethical practice in research and critically reflect on ethical issues			X	X	X					X	X
	Critically evaluate and reflect on the strengths and weaknesses of their own research practice										X	X
	Evaluate and contribute to theoretical and methodological debate in their discipline	X		X	X						X	X
	Demonstrate some of the potential benefits for decision makers of applying economic thinking and techniques to						X					

	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	X	X
	Reflect on and evaluate own academic and professional performance		X							X	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	X	X
	Manage change effectively and respond to changing demands									X		X	X
	Find, access and use information effectively from on line resources	X	X	X	X	X	X	X	X	X	X	X	X
	Take responsibility for personal and professional learning and development (Personal learning contract, mentor scheme)									X	X	X	X
	Manage time, prioritise workloads	X	X	X	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. With a strong reputation for teaching excellence, 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, and Module 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 module content is contextualized to the programme delivery setting. It is also designed to have contextual relevance for students from a wide range of international backgrounds. 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

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

of the subject. Learning strategies will include facilitation of group-work via scheduled seminar and tutorial activities, and organised peer support, both group-based and virtual. 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. Library support is provided to enable 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. 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.



## Part 4: Student Learning and Student Support

It is anticipated that this programme will be delivered at UWE and that it will also be available for delivery in collaboration with educational organisations and clusters in the UK and abroad. A feature of any non-UWE based delivery will be the involvement of staff in partner organisations that are trained and supported by UWE to allow adaptations of the programme to reflect the national and local public health context.

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 programmes TEL strategy supports this endeavour and is further explained below.

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.

## Part 4: Student Learning and Student Support

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 TEL course development, and is involved in work to:

- pilot, implement and evaluate new TEL methodologies across the curriculum.
- participate in TEL staff development 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.

## Part 4: Student Learning and Student Support

### 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 continue to have a more active and visible presence in terms of endeavouring to support students.

### 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.. 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 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 home and overseas students who are seeking further career development following graduation. In previous years, the staff team have arranged field trips, visits and work-based experiences with public health delivery agencies.

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 – 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)

## Part 4: Student Learning and Student Support

### UWE Frenchay Campus: student support structures

For UWE Frenchay Campus based delivery, student support is available through Personal Tutors, Module Leaders the Programme Manager, university student advisors, peer support both within year and across the total cohort, and university 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.

Peer Assisted Learners are students trained and paid to run weekly study and pastoral support sessions, where they share their experiences and knowledge of the programme with new students.

Staff are 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 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 staff are 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 personal tutors 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 programme. Services are very accessible to students with long opening hours on campuses. Online 24 hour library support is available in the form of a chat service. In addition librarians with subject expertise are available for students to gain 1:1 support with detailed work e.g. search strategies. In addition the library services offer extensive access to online journals, databases, eBooks, and seminars (e.g. Medline, Advanced literature searching).

## Part 4: Student Learning and Student Support

### **Villa College: student learning and support structures**

For students registered with the **Villa College-based programme delivery**, student support adheres closely to the provision detailed above. This section gives further details on the specific provision at Villa College. Quality assurance for student learning and support at Villa College is supported through a standing committee titled 'Faculty Assessment Committee' that undertakes regular scrutiny for each module delivered for its compliance with the Academic Regulations, Policies and Procedures. These include forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, individual and group projects and the dissertation.

### **Learning Resources**

All modules make use of MOODLE a web based platform that forms the basis of communication between the lecturers and students. Within each MOODLE platform, enhanced services such as assignment submission through TURNITIN and option for quizzes are given. All modules have a designated Module Outline handed to students and uploaded to MOODLE, textbook/student guide prescribed and other listed reading materials to achieve the module outcome and learning objectives. Additional support is provided through the library and an extensive student computing network.

Staff between UWE and Villa College will ensure that content transfer between VLEs is dealt with promptly in terms of quality and compatibility to ensure seamless delivery.

Villa College library organises sessions for students on use of library and databases and Centre for English Language Support organises academic writing and plagiarism workshops for all new students. Attendance to this workshop is mandatory for all the new students. In addition from time to time study skills workshops are conducted for the students. Furthermore, in addition to Villa College library online library access and access to online databases such as JSTOR, Elgar is provided for the students to assist with their learning.

### **Student Support & Guidance**

Villa College provides student support through coordinators in the Faculties who provide the students with support on academic areas and College policies, procedures and guidelines aimed at students. In order to ensure students are provided study support Centre for English Language Support runs consultation services aimed at assisting student to tackle their assessments. In addition, especially for English Language students, peer teaching is administered by Centre for English Language Support.

The Dean of Students provides confidential advice to students on grievances and special provisions under extenuating circumstances. In addition, the Dean of Students provides counseling services to students on variety of issues they may face while studying at Villa College.

For each cohort under every programme, a batch leader is selected to represent the students. Faculty coordinator and lecturers then conduct regular batch leaders meeting to hear students voice and address the concerns and issues raised through the faculty. Where required, issues are raised at central level to provide a uniform solution for all.

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

A one stop all student Centre is established, known as the Student Desk. This centre connects and offer solutions to students on their queries and concerns. The Centre is open from early morning till late at night to ensure if any student has a query while present at College can be discussed and a solution sought.

Student Association, Faculty Clubs Societies offer student with leadership building and career building opportunities through conducting and participating in number of different activities.

All new students undergo an orientation programme at Villa College. During this orientation programme students are made familiar with the academic expectation of the College, Rules and Regulations, Policies and Procedures. In addition, the students are given a handbook and advice to from time to time consult the website and collect revised handbooks to ensure they stay abreast of the latest developments associated with students. In addition to this, at College level, student voices a represented by having elected representatives of students in both College Council and Academic Senate.

#### 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. 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 being part of 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, , 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 majority of the teaching is undertaken by **academics with strong research 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**.

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

- **Study skills support** is embedded within the programme. This is scheduled into the timetable and is most accessible to full time students who will have more time to participate.
- 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 programmes **Internationalisation Strategy** ensures that increasing numbers of international students gain from relevant and appropriate teaching, excellent pastoral support, and services to support their health and wellbeing needs. The benefits from this include measurable improvements in international students' assessment profiles, high satisfaction levels reported via student reps regarding the programme and the university experience, and greater relevance of teaching and learning content as this is threaded through the curriculum. Attention to work experience and employability is 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 health service and local government public health, health promotion and environmental health bases.
- Major changes in the landscape for the Public Health workforce-means 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.
- 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 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,

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

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.



## Part 5: Assessment

### 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>Compulsory Modules Level M (no option modules)</b>	UZVRT4-15-M Introduction to Public Health		A (100)								
	UZVRT3-15-M Health Promotion						A (100)				
	UZVSML-15-M Quantitative Health Research	A (100)									
	UZVSMM-15-M Qualitative Health Research		A (100)								
	UZVSMN-15-M Public Health Policy and Politics								A (100)		
	UZVSMP-15-M Public Health Economics								A (100)		
	UZVSMQ-15-M Health Protection	A (100)									
	UZVSMR-15-M Epidemiology of Non-Communicable Disease	A(100)									
	UZVSMS-15-M Leadership for Public Health						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	UZVRT4-15-M Introduction to Public Health	<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 Introduction to Public Health and cannot include Dissertation module)</i>		
			UZVRT3-15-M Health Promotion				
			UZVSML-15-M Quantitative Health Research				
			UZVSMM-15-M Qualitative Health Research				
			UZVSMP-15-M Public Health Economics				
			UZVSMN-15-M Public Health Policy and Politics				
			SEMESTER 2			UZVSMR-15-M Epidemiology of Non-communicable Disease	<b>PG Diploma Public Health</b> (120 credits of which not less than 80 credits are at level M) <i>(must include Introduction to Public Health and cannot include Dissertation module)</i>
						UZVSMQ-15-M Health Protection	
		UZVSMS-15-M Leadership for Public Health					
		UZVSMT-45-M Public Health Dissertation*				<b>MSc Public Health</b> (180 credits of which not less than 120 credits are at level M)	

**GRADUATION**

## 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>	<p><b>PG Certificate in Public Health</b> (60 credits of which not less than 40 credits are at level M) <i>(must include Introduction to Public Health and cannot include Dissertation module)</i></p> <p><b>PG Diploma in Public Health</b> (120 credits of which not less than 80 credits are at level M) <i>(must include Introduction to Public Health and cannot include Dissertation module)</i></p> <p><b>MSc Public Health</b> (180 credits of which not less than 120 credits are at level M)</p> <p>*Most part-time students will do the dissertation in Year 3.</p>
UZVRT4-15-M Introduction to Public Health		
UZVRT3-15-M Health Promotion		
UZVSML-15-M Quantitative Health Research		
UZVSMS-15-M Leadership for Public Health		
UZVSMR-15-M Epidemiology of Non-communicable Disease		
<b>Year 2 modules PART TIME</b>		
UZVSMN-15-M Public Health Policy and Politics		
UZVSMM-15-M Qualitative Health Research		
UZVSMP-15-M Public Health Economics		
UZVSMQ-15-M Health Protection		
UZVSMT-45-M Dissertation*		

## 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.

## 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 local region.
- 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, the health service, education, voluntary and community and private sectors. Students can undertake the UK's 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. Graduates have successfully passed these national exams. It is also important to note that for the UK based delivery of the programme, 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 students benefit greatly from their contributions to the programme. Dedicated workshops with international students are used to ensure students are integrated well into the programme, understand and can access all that the institution 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. 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 with Impact** - The Public Health and Wellbeing Research Group highlight the depth and breadth of relevant research and knowledge exchange that underpins and is integrated into the programme. 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 their institution and locality through socially responsible civic leadership.

Over the 16 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 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.

**FOR OFFICE USE ONLY**

First CAP Approval Date	2013			
Revision CAP Approval Date	15/11/2016	Version	7	<a href="#">Link to MIA-10655</a>
Next Periodic Curriculum Review due date	2019			
Date of last Periodic Curriculum Review				