School of Life and Medical Sciences

Title of Programme: Master of Public Health (Online)
Programme Code: LMWPH

Programme Specification

This programme specification is relevant to students entering:
17 September 2018

Associate Dean of School (Academic Quality Assurance):
Philomena Shaughnessy

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/06/18</td>
<td>Table 1a</td>
<td>Semester and module delivery for 2018/19</td>
</tr>
</tbody>
</table>

If you have any queries regarding the changes please email AQO@herts.ac.uk
Programme Specification Master of Public Health

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

<table>
<thead>
<tr>
<th>Awarding Institution/Body</th>
<th>University of Hertfordshire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>University of Hertfordshire</td>
</tr>
<tr>
<td>University/partner campuses</td>
<td>College Lane</td>
</tr>
<tr>
<td>Programme accredited by</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Final Award (Qualification)</td>
<td>Master</td>
</tr>
<tr>
<td>All Final Award titles (Qualification and Subject)</td>
<td>Public Health</td>
</tr>
<tr>
<td>FHEQ level of award</td>
<td>7</td>
</tr>
<tr>
<td>Language of Delivery</td>
<td>English</td>
</tr>
</tbody>
</table>

A. Programme Rationale

This programme is designed to recruit students who wish to develop careers in the field of public health practice, management or research, as well as practitioners and managers already in the field, who wish to enhance their career development. The programme is tailored implicitly towards the needs of diverse health professionals including doctors, pharmacists, nurses, and allied health, social care and environmental health professionals, as well as the wider public health workforce in the non-governmental sector in the following ways:

The three contributing schools offer expertise in research methods and evaluation; policy, planning and commissioning; and theory and methods for promoting health and managing illness.

The compulsory modules will provide a comprehensive understanding and ability to critically evaluate interventions and strategies to improve public health outcomes, and build an evidence base. Students will gain understanding and skills required to meet the social, economic, political and management challenges to improve the health of our populations.

The range of optional modules offered as well as the breadth of empirical cases used across the programme will provide opportunities for specialism in the global and local context in areas including: commissioning and leadership, management of the double burden of communicable and non-communicable conditions, health systems approaches to improving public health outcomes and addressing health inequalities.

In addition, the programme has the potential to enhance professional development, career advancement and employability as follows: the programme incorporates the core competencies of specialist public health practice as defined by the UK Faculty of Public Health; the programme learning outcomes are mapped to the expectations of the Agency for Accreditation of Public Health Education in the European Region¹ and UK Public Health Register.

The programme is supported by the dedicated business unit at UH to assist online programme development and delivery; UH Online. The collaboration between academic staff and UH Online ensures that the highest quality standards are maintained for content, delivery and student support and employment of the full range of delivery formats. In summary this programme provides flexible, sustainable and student centered solution to professional and academic development grounded in research and practice informed by biomedical, social and management sciences.
B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to enable students to:

- Acquire and develop a deep and systematic knowledge, understanding and critical awareness of public health theory and context relevant practice
- Demonstrate an evidence-based approach to practice including the commissioning and critical appraisal of appropriate research to aid decision making
- Acquire and develop skills to enable participants to create and critically evaluate safe and effective public health interventions using epidemiological, demographic and sociological data
- Demonstrate a comprehensive awareness of the core competences defined by expert bodies in the field of Public Health practice in the national and international context², and relevance of these to own organisational context.
- Demonstrate effective approaches to leadership and developing partnership working across multidisciplinary teams, for planning and delivery.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Knowledge and Understanding:</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1- The concepts of public health and the critical evaluation of the evolution process</td>
<td>Acquisition of knowledge and understanding (A1-5) will be through a combination of virtual lectures, small group work, and discussions with lecturers and expert practitioners in the field of public health teaching, research and practice. In addition, students will be directed to appropriate, essential and supplementary text books, peer reviewed academic and practitioner journals, national and international public health data and information repositories (including World Bank, WHO, European Observatory).</td>
<td>Knowledge and understanding are assessed through a combination of written assignments, progress tests, blogs and wikis³. Within this assessment strategy there will be assigned essay titles to ensure exposure and critical understanding of new theoretical concepts and empirical settings (A1-A3). In addition, there will be an element of choice in essay titles: for example, by public health priority issue or by country. This will allow students to reflect and apply the advanced knowledge and understanding within</td>
</tr>
<tr>
<td>A2- The underpinning determinants of health and the role of environmental, social, individual level and universal approaches to promoting health and wellbeing</td>
<td>Acquisition of A6&amp;7 is through a combination of lectures, small group work, seminars and discussions with lecturers and</td>
<td></td>
</tr>
<tr>
<td>A3- Evidence based approaches to practice, including critical appraisal of epidemiological, sociological and clinical data and literature</td>
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<td></td>
</tr>
<tr>
<td>A4- Critical appraisals of the current structure, organization and legislation of public health provision in the UK and globally.</td>
<td></td>
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</tr>
</tbody>
</table>

² UK Faculty of Public Health; Council of Education for Public Health (USA); Association of Public Health Education Accreditation (Europe)
³Website facility which allows groups of students to add, modify, or delete its content – individual student contributions are tracked and visible to the tutor.
A5- The incidence, aetiology, pathology and public health management of major and emergent communicable and non-communicable conditions.

A6- How the established techniques of research and enquiry are used to create, interpret, evaluate and apply new knowledge within Public Health practice relevant to different contexts and internationally.

A7- Appropriate multidisciplinary research approaches and methods, including the generation of new research questions experts in the field some of which will be in real time.

Acquisition of A6 and A7 is additionally through workshops and coursework. For those completing the Diploma and Masters this comprehensive understanding will be applied in the project module.

Integrated learning of A1-A7 will be facilitated via a reflective log to be completed at the end of each option module. This will be via a small group blog, which will be structured and will require rotational leadership amongst the group. This will encourage peer to peer learning and will help students to recap and refresh their learning experience over the life of the course (see also D6 below).

In addition, tutorial support will be scheduled (minimum of once per semester). This will be via Skype.

Throughout, the learner will be encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

Intellectual skills: Intellectual skills will be developed throughout the programme by a combination of facilitated discussion forums, small group work and seminars. Discussions with lecturers and expert practitioners through the ‘Q&A’ facilities in the virtual lectures will enhance the critical review capacity of students thinking across disciplines.

Relevance of course content to practice (whether front line or strategic) will be an integral theme of the modules.

Development of advanced intellectual skills within the programme will be facilitated by tasks where students from a individual context interest (A4-A6).

Testing of knowledge and understanding will be through the submission of the following assignments: case studies and essays (A1, A2,A4); critical review (A3,A6,A7); plan of action (A2,A5); project (A1-A7); completion of in-course progress tests in the form of complex MCQs (A3,A5); Objective Structured Public Health Examinations (OSPHEs) (A3,A5,A6).

In addition to summative assessments, formative assessments will also be scheduled to allow for improvement in performance.

### Intellectual skills

| B1 | Critically analyse complex population level data and statistics to determine the presence and nature of inequalities |
| B2 | Critically evaluate Public Health resources in addressing inequalities and related ethical issues |
| B3 | Critically examine how the change in health systems and government policy have an impact on public health practice |
| B4 | Comprehensively understand and apply the tools and skills required to be an effective public health practitioner |
| B5 | Address and resolve problems related to their own practice |

### Teaching/learning methods & strategies

Intellectual skills will be developed through the programme by a combination of facilitated discussion forums, small group work and seminars. Discussions with lecturers and expert practitioners through the ‘Q&A’ facilities in the virtual lectures will enhance the critical review capacity of students thinking across disciplines.

Relevance of course content to practice (whether front line or strategic) will be an integral theme of the modules.

Development of advanced intellectual skills within the programme will be facilitated by tasks where students from a

### Assessment

Intellectual skills will be assessed formatively through a variety of tasks centred around case studies and scenarios (B1, B3).

In-course assessment including a comprehensive critique of case studies that are focused on issues relevant to their practice context will be used. This will require students to demonstrate a critical understanding of underpinning theoretical knowledge and integrating this within their specialist role and context of practice (B2,B4,B5). For students with no prior PH practice...
research using autonomy and initiative.
B6- Make recognised contributions of value to wider debates and developments in the field of public health practice.

<table>
<thead>
<tr>
<th>Practical skills:</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1- Demonstrate the ability to develop and evaluate complex public health interventions including commissioning appropriate research to inform this process</td>
<td>Practical skills will be developed through the critical analysis of case studies. Students will critique the validity and relevance of population level data. In addition, students will work in groups to 'construct' case studies on a Wiki, by sourcing relevant evidence. This will replicate real world scenarios where public health teams (often from different disciplines) work together to find solutions to local challenges. This requires an understanding of expertise and terminology across disciplines as well as implementation of the principles of leadership and collaborative working. Throughout, the student will be prompted to reflect on own practice to consolidate learning and link to theory.</td>
<td>Practical skills will be assessed through the in-course assessments including essay assignments and construction of a wiki around a provided empirical case which applies the theoretical underpinning of the subject (C1-C3). Practical skills of presenting to a non-specialist audience will be assessed using formative OSPHEs. These OSPHEs will be peer reviewed by students, enhancing the transferable skills assess D5 and D6 below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transferable skills:</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1- Work effectively within an inter-professional team</td>
<td>Transferable skills are developed through coursework reports, presentations, class discussions and workshops. In addition, peer review within the cohort will be used as a method to build confidence in presenting as well as offering constructive and critical feedback. Group work will be organized to maximise cross learning across</td>
<td>Transferable skills are assessed through a range of assignments built into the curriculum including: essays (D2); group work (D1 &amp; D3); action plan in response to a public health challenge (D4). D5 will be assessed formatively by tutors and peers as above via the OSPHEs.</td>
</tr>
</tbody>
</table>

AS Review Date October 2017
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D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered full-time (1 year) and part-time over 2 to 5 years, and leads to the award of a Master of Public Health. Entry will be at Level 7 according to the entry requirements (see section F). Entry will be in semester A or B.

Professional and Statutory Regulatory Bodies

There is no requirement for accreditation by any professional or statutory body. The programme learning outcomes map to the core competencies as defined by the UK Faculty of Public Health.

Work-Based Learning, including Sandwich Programmes

Not applicable

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

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<table>
<thead>
<tr>
<th>D5 - Communicate effectively with specialist and non-specialist audiences</th>
<th>different country health system contexts. Throughout, the learner will be encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan for sharing with the personal tutor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D6 - Develop self-reflective skills as a professional practitioner</td>
<td>D6 will be summatively assessed through a common assignment of reflection and personal action plan linking option modules to the compulsory elements of the programme via a group blog. In addition D3 will be assessed by the completion of student feedback via UH Student Viewpoint and the student representatives. By engaging with student feedback students will demonstrate responsibility in improving the course and maximizing learning opportunities for self and others (as per the UH Student Charter). Public/patient consultation is a core skill for Public Health practice; taking part in student feedback will provide insights of the ‘user perspective’ (D4).</td>
</tr>
</tbody>
</table>
### Table 1a Outline Programme Structure

**Mode of study** Full Time / Part Time

**Entry point** Semester A / Semester B  
(Entry point for full-time semester A only)

<table>
<thead>
<tr>
<th>Compulsory Modules</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health Foundations</td>
<td>7WLM0013</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A,C</td>
</tr>
<tr>
<td>Evidence Based Practice</td>
<td>7WLM0003</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Public Health Research and Epidemiology</td>
<td>7WLM0015</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Project Report</td>
<td>7WLM0009</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A,B,C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Modules</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership for Public Health Practice</td>
<td>7WLM0020</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Work Based Learning in Health and Medical Practice</td>
<td>7WLM0007</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A,B,C</td>
</tr>
<tr>
<td>Promoting Health</td>
<td>7WLM0011</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Environmental Health and Well-Being</td>
<td>7WLM0022</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Communicable and Non-Communicable Conditions</td>
<td>7WHS0013</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
</tbody>
</table>
The award of a Master of Public Health requires 180 credit points passed at level 7 including the Project Report module.

Table 1b Final and interim awards available
The programme provides the following final and interim awards:

<table>
<thead>
<tr>
<th>Final Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of (normally):</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>Public Health</td>
<td>180 credit points, at level 7, comprising Public Health Foundations and Evidence Based Practice, Public Health Research and Epidemiology, two 30 credit options modules and Project Report.</td>
<td>3 Semesters</td>
<td>A1, A2, A3, A4, A5, A6, A7, B1, B2, B3, B4, B5, B6, C1, C2, C3, D1, D2, D3, D4, D5, D6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interim Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate</td>
<td>Public Health</td>
<td>60 credit points, at level 7 comprising Public Health Foundations and Evidence Based Practice.</td>
<td>1 Semester</td>
<td>A1, A2, A3, A4, A5, A6, B1, B2, B3, B4, B6, C2, C3, D1, D3, D4</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>Public Health</td>
<td>120 credit points, at level 7, comprising Public Health Foundations and Evidence Based Practice, Public Health Research and Epidemiology plus one 30 credit options module.</td>
<td>2 Semesters</td>
<td>A1, A2, A3, A4, A5, A6, B1, B2, B3, B4, B6, C1, C2, C3, D1, D2, D3, D4, D5, D6</td>
</tr>
</tbody>
</table>

Masters and Diploma awards can be made “with Distinction” or “with Commendation” where criteria as described in UPR AS14, Section D and the students' handbook are met.

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 and UPR AS14) with the exception of those listed below, which have been specifically approved by the University:
There will be no inter-modal compensation permitted.

Further points of clarification and interpretation relevant to this specific programme are given below:

It is a compulsory requirement that the student attends for a face/face, virtual (skype), or teleconference meeting as follows:
At least 1 meeting with the project supervisor for the Project Report
At least 2 meetings with the personal tutor.

Failure to meet these requirements could result in a fail award, and will be at the discretion of the Board of Examiners.

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:
- Dean of School of Life and Medical Sciences
- Associate Dean of School (AQA)
- Head of the Pharmacy Department
- Head of Practice has overall responsibility for academic quality
- The Programme Leader for the Master of Public Health who will be responsible for the day to day management of the programme
- Admissions Tutor
- The Programme Administrator to deal with day to day administration associated with the programme.
- Module Leads who are responsible for individual modules
- A Programme Committee the membership of which includes:
  - Head of Practice (Chair), Department of Pharmacy, Representatives from contributing departments from the School of Life and Medical Sciences (Department of Pharmacy; Department of Post Graduate Medicine), School of Nursing, Midwifery and Social Work and The Business school; Programme Tutor, Admissions Tutor, 2 Student representatives, independent internal observer.
- Stakeholder group – this comprises the development committee who will convene twice a year to ensure current policy and practice are reflected in the course (includes external experts)
- Programme Administrator; Module Leaders; Student Representatives; Representative from Information Hertfordshire; Representatives from UH Online.

Support

Students are supported by:
- An induction to the programme at the beginning of each new academic session
- Introduction to Study Skills module to develop critical appraisal skills and ensure familiarity with the use of StudyNet.
- Personal academic tutor
- International students will be provided with additional support in English (to enable accurate referencing and avoiding plagiarism) and critical appraisal skills.
- Online information and learning materials and support through the University's Managed Learning Environment – StudyNet – a University-wide set of systems and tools for educational delivery.
- Essential electronic material provided on a CD for international students with connectivity challenges
- Student handbooks.
- A Programme Tutor to help students understand the course/programme structure
- A UH Online programme administrator.
- Technical support from UH Online Educational Technologists.
F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

University of Hertfordshire Course website:
http://www.herts.ac.uk/courses/

QAA Benchmark Statement website:
http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp

Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

SEEC Credit Level Descriptors for Further and Higher Education (2016):

External Quality Review report website:
http://www.qaa.ac.uk/reviews/reports/instReports.asp?ukprn=10007147

UNISTATS website:
http://www.unistats.com/

University of Hertfordshire Academic Quality Office website:
(StudyNet → Staff → Department Lists → Academic Quality Office)

Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:
http://sitem.herts.ac.uk/secreg/upr/AS14.htm

Learning and Teaching Policy and Graduate Attributes, UPR TL03:
http://sitem.herts.ac.uk/secreg/upr/TL03.htm

Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:
http://sitem.herts.ac.uk/secreg/upr/SA03.htm

Academic Quality, UPR AS17:
http://sitem.herts.ac.uk/secreg/upr/AS17.htm

Index of UPRs for students:
http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm

Information on Programme and Module External Examiners
http://www.study-net1.herts.ac.uk/ptl/common/studentcentre.nsf/Teaching+Documents/184A221E5EECA6B780257A5C00250BA9?OpenDocument

Confidentiality policy available in the programme handbook

The Herts Handbook is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR SA07 'Regulations and Advice for Students’ Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA's role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA
reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students’ learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA’s report can be accessed at: http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE

G. Entry requirements

The normal entry requirements for the programme are:

1) A good Bachelor’s degree (minimum 2.2 or equivalent) in a relevant discipline, or relevant experience in the area of public health may be considered in place of a degree.

2) GCSE (or equivalent) in English with minimum grade C or IELTS score of 7.0 (minimum of 6.5 in any band).

3) GCSE (or equivalent) in Mathematics with minimum grade C.

4) Access to computer equipment with the following minimum specification:

   http://www.herts.ac.uk/more/uh-online-distance-learning/frequently-asked-questions/system-requirements.cfm

For candidates who have no formal qualifications, candidates will be required to complete a number of selection activities which may include:

- Completion of a self assessment questionnaire based on the competency requirement of the Faculty of Public Health
- Submission of a short written discussion about a public health peer reviewed article (which will be supplied to the candidate)
- Participation in an interview (via Skype)

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APC) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please email askuhonline@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner’s Report for the programme, please email a request to aqo@herts.ac.uk
Master of Public Health

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules
This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

<table>
<thead>
<tr>
<th>Programme Learning Outcomes (as identified in section 1 and the following page)</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
</tr>
<tr>
<td>Compulsory modules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Health Foundations</td>
<td>7WLM0013</td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>Evidence Based Practice</td>
<td>7WLM0003</td>
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**Key:** Learning Outcome which is assessed as part of the module

Master’s Programme Specification / January 2017 / AS Review Date October 2017
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KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1. Critical evaluation of the concept of public health and evolution
A2. Develop critiques of the underpinning determinants of health and the role of environmental, social, individual level and universal approaches to promoting health and wellbeing.
A3. Evidence based approaches to practice, including critical appraisal of epidemiological, sociological and clinical data and literature
A4. A critical appraisal of the current structure and organisation of public health provision in the UK and other nations
A5. The incidence, aetiology, pathology and public health management of major and emergent communicable and non-communicable conditions
A6. How established techniques of research and enquiry are used to create, interpret, evaluate and apply new knowledge within Public Health practice relevant to different contexts and internationally
A7. Appropriate multidisciplinary research approaches and methods, including the generation of new research questions

Practical Skills

C1. Demonstrate the ability to develop and evaluate complex public health interventions including commissioning appropriate research to inform this process
C2. Systematically make transparent and sound choices in the context of incomplete population data and justify conclusions to specialist and non-specialist audiences
C3. Demonstrate the ability to utilise demographic and financial information for the targeted allocation of resources

Intellectual Skills

B1. Critically analyse complex population level data to determine the presence and nature of inequalities
B2. Critically evaluate Public Health resources in addressing inequalities accordance with justifiable need
B3. Critically examine how the change in health systems and government policy have an impact on public health practice
B4. Comprehensively understand and apply the tools and skills required to be an effective public health practitioner
B5. Address and resolve problems related to their own research using autonomy and initiative
B6. Make recognised contributions of value to wider debates and developments in the field of public health practice

Transferable Skills

D1. Work effectively within an inter-professional team
D2. Manage time and resources
D3. Exercise initiative and personal responsibility demonstrating independent learning
D4. Undertake decision making in complex and unpredictable situations and engage public and patients in this process
D5. Communicate effectively with specialist and non-specialist audiences
D6. Develop self-reflective skills as a professional practitioner
Section 2

Programme management

Relevant QAA subject benchmarking statements
None

Type of programme
Undergraduate

Date of validation/last periodic review
May 13

Date of production/ last revision of PS
April 2017

Relevant to level/cohort
Level 7 entering September 2018

Administrative School
School of Life and Medical Sciences

Table 3 Course structure

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