

School of Life and Medical Sciences

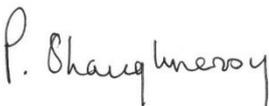
Title of Programme: Postgraduate Certificate in Public Health (Online)  
Postgraduate Diploma in Public Health (Online)  
Master of Public Health (Online)

Programme Code: LMWPHPGC  
LMWPHPGD  
LMWPHM

## Programme Specification

This programme specification is relevant to students entering:  
21 September 2020

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.

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### Summary of amendments to the programme

Date	Section	Amendment

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification

## Master of Public Health (Online)

## Postgraduate Diploma in Public Health (Online)

## Postgraduate Certificate in Public Health (Online)

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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

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	University of Hertfordshire
<b>University/partner campuses</b>	College Lane
<b>Programme accredited by</b>	Not Applicable
<b>Final Award (Qualification)</b>	Master, Postgraduate Diploma, Postgraduate Certificate
<b>All Final Award titles (Qualification and Subject)</b>	Public Health
<b>FHEQ level of award</b>	7
<b>Language of Delivery</b>	English

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#### A. Programme Rationale

This programme is designed to attract 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 benefits of delivering the programme online means it offers greater flexibility than classroom taught programmes, it fits around busy work and family commitments and it offers a great opportunity to study and collaborate with students from across the globe, which further enhances knowledge skills and experience.

The programme is tailored towards the needs of diverse health professionals including doctors, pharmacists, nurses, health visitors, midwives, social workers 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: expertise in areas of research methods and evaluation; policy, planning and commissioning; theory and methods for promoting health and managing illness, is delivered by a highly experienced teaching team, which includes practitioners in the field of public health.

Compulsory modules on the programme provide a comprehensive understanding to critically review and evaluate evidence for interventions and strategies to improve public health outcomes. Students will gain the skills and understanding required to meet the societal, ethical, cultural, economic, political and management challenges to improve health in our populations.

The range of optional modules offered as well as the breadth of real-world cases studies used across the programme, will provide opportunities for specialism in the global and local context in areas including: commissioning and leadership, environmental health and well-being, promoting health, addressing internet addictive behavior, exercise and nutrition, health systems approaches to improving public health outcomes and addressing health inequalities.

In addition, the programme incorporates the core competencies of public health practice as defined by the Faculty of Public Health (UK) and the programme learning outcomes are mapped to the expectations of the Agency for

Accreditation of Public Health Education in the European Region<sup>1</sup> (APHEA). These attributes ensure the programme is fit for purpose and fit for value, creating the potential of enhancing professional development, career advancement and employability.

The programme is supported by the dedicated business unit UH Online, to assist online programme development and delivery. The collaboration between academic staff and UH Online ensures the highest quality standards are maintained for content, delivery and student support and employment of the full range of delivery formats. There is also a dedicated highly skilled technology team, providing expertise to support the programme and students.

In summary, this programme provides flexible, sustainable and student-centered solutions to professional and academic development in public health, grounded in research and practice informed by biomedical, social and management science.

## 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:

- 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 context<sup>2</sup>, and relevance of these to the learner's own organisational context.
- Demonstrate effective approaches to leadership and developing partnership working across multidisciplinary teams, for planning and delivery.
- Work with ethical and professional boundaries while promoting health and wellbeing and address health inequalities <sup>2</sup>

## 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.

Knowledge and Understanding:	Teaching/learning methods & strategies	Assessment
A1- The concepts of public health and the critical evaluation of the evolution process	Acquisition of knowledge and understanding (A1-%) 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,	Knowledge and understanding are assessed through a combination of written assignments, progress tests, blogs, wikis and vivas.
A2- The underpinning determinants of health and the role of environmental, social, individual level and		

<sup>1</sup> UK Faculty of Public Health; Council of Education for Public Health (USA); Association of Public Health Education Accreditation (Europe)

<sup>2</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/584408/public\\_health\\_skills\\_and\\_knowledge\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/584408/public_health_skills_and_knowledge_framework.pdf)

- 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- Critical appraisals of the current structure, organization and legislation of public health provision in the UK and globally
- 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

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, ONS, Public Health Observatories).

Acquisition of A6&7 is through a combination of lectures, small group work, seminars and discussions with lecturers and experts in the field.

Acquisition of A6 and A7 is additionally through workshops and coursework. For those completing the Diploma an in-depth understanding of gathering and utilising evidence will be applied and for those undertaking the Masters this comprehensive understanding will be applied in the project module.

Integrated learning of A1-A7 will be facilitated via an E-Portfolio which will be completed at the end of each module. This will help students to recap and refresh their learning experience over the life of the course (see also D6 below). The completion of the E-Portfolio will not only enhance skills for being a reflective practitioner, it will also support the CPD requirements of the Faculty of Public Health (UK) for those practitioners wishing to pursue registration.

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

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

critical understanding of new theoretical concepts and realistic settings of case studies (A1-A3), for example in Public Health Foundations module (7WLM0013), Promoting Health module (7WLM0007). 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 from an individual contextual perspective (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); viva, poster and annotated bibliographies, Health Impact Assessment (HIA) developments(A3,A5,A6). In addition to summative assessments, formative assessments will also be scheduled to allow for improvement in performance. Furthermore, all modules will have Turnitin to support students' academic writing and research skills. The E-Portfolio will be a pass/fail assessment. Sections of the E-Portfolio will be divided between four of the compulsory modules (Public Health Foundations (7WLM0013), Communicable and Non-Communicable Conditions (7WLM0023), Evidence Based Practice (7WLM0003) and the Research Report (7WLM0009) and will be submitted on completion of the student's chosen programme: PgCert, PgDip, MPH.

Intellectual skills:	Teaching/learning methods & strategies	Assessment
<p>B1- Critically analyse complex population level data and statistics to determine the presence and nature of inequalities</p> <p>B2- Critically evaluate Public Health resources in addressing inequalities and related ethical issues</p> <p>B3- Critically examine how the change in health systems and government policy have an impact on public health practice</p> <p>B4- Comprehensively understand and apply the tools and skills required to be an effective public health practitioner</p> <p>B5- Address and resolve problems related to their own research using autonomy and initiative.</p> <p>B6- Make recognised contributions of value to wider debates and developments in the field of public health practice.</p>	<p>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&amp;A'; facilities in the virtual lectures will enhance the critical review capacity of students thinking across disciplines.</p> <p>Relevance of course content to practice (whether front line or strategic) will be an integral theme of the modules.</p> <p>Development of advanced intellectual skills within the programme will be facilitated by tasks where students from a range of disciplines (including health, education, and management) share expertise and practical knowledge, via virtual small group discussion in workshops.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by carrying out independent study.</p>	<p>Intellectual skills will be assessed formatively through a variety of tasks centred around for example, case studies and scenarios (B1, B3)</p> <p>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 background there will be hypothetical models/real case studies to use in exercises and formative assessments. Students will for example work in teams to develop a poster detailing a public health intervention in response to a defined public health challenge relevant to given context (B1-B6). Individual student contribution will be summatively assessed.</p>
Practical skills:	Teaching/learning methods & strategies	Assessment
<p>C1- Demonstrate the ability to develop and evaluate complex public health interventions including commissioning appropriate research to inform this process</p> <p>C2- Systematically make transparent and sound choices in the context of incomplete population data and justify conclusions to specialist and non-specialist audiences</p> <p>C3- Demonstrate the ability to utilise demographic and financial information for</p>	<p>Practical skills are developed through the critical analysis of case studies. Students will critique the validity and relevance of population level data.</p> <p>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</p>	<p>Practical skills will be assessed through the in-course assessments including essay assignments and construction of a poster around a provided empirical case which applies the theoretical underpinning of the subject (C1-C3).</p> <p>Practical skills of presenting to a non-specialist audience will be assessed using HIA, reflective summative assessments. Formative assessments using scenarios related to commissioning and</p>

<p>the targeted allocation of resources</p>	<p>of leadership and collaborative working.</p> <p>Throughout, the student will be prompted to reflect on own practice to consolidate learning and link to theory by completing their E-Portfolio.</p>	<p>communication will be used, enhancing the transferable skills D5 and D6 below.</p>
<p><b>Transferable skills:</b></p>	<p><b>Teaching/learning methods &amp; strategies</b></p>	<p><b>Assessment</b></p>
<p>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</p>	<p>Transferable skills are developed through coursework reports, presentations, class discussions and workshops.</p> <p>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.</p> <p>Group work will be organized to maximise cross learning across different country health system contexts.</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>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).</p> <p>D5 will be assessed formatively by students being provided with scenarios and demonstrating skills in how to simplify complex information for non-specialists</p> <p>D6 will be summatively assessed through reflective assessments and through completing the E-Portfolio. The E-portfolio will be a reflective account of the student's personal journey of learning. For students undertaking the MPH, it will also be a personal action plan, linking their chosen option module to the core compulsory elements of the programme.</p> <p>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</p>

## D. Programme Structures, Features, Levels, Modules, and Credits

- The Post Graduate Certificate in Public Health is part-time only, Semester A (September) entry over 8 months.
- The Post Graduate Diploma in Public Health is a Semester A only entry, part-time over 12-15 months and full-time over 8 months.
- The Master of Public Health full-time is a Semester A entry is over 12 months.
- The Master of Public Health part-time is either a Semester A or Semester C (May) entry, over 2-5 years.

### Professional and Statutory Regulatory Bodies

Not applicable

### 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.

### Table 1a Outline Programme Structure

#### Postgraduate Certificate in Public Health

Mode of study Part-time

Entry point Semester A

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>							
Public Health Foundations	7WLM0013	30	English	0%	100%	0%	A & B
<b>Optional Modules</b>							
Evidence Based Practice	7WLM0003	30	English	0%	100%	0%	A & B
Communicable and Non-Communicable Conditions	7WLM0023	30	English	0%	100%	0%	B

Students can choose one of the optional modules to gain the award of Postgraduate Certificate in Public Health, which requires 60 credits at level 7.

Table 1aii Outline Programme Structure

**Post Graduate Diploma in Public Health**  
**Mode of study** Full-time/Part-time

**Entry point** Semester A

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Public Health Foundations	7WLM0013	30	English	0	100%	0	A & B
Evidence Based Research	7WLM0003	30	English	0	100%	0	A & B
Public Health Research and Epidemiology	7WLM0015	30	English	0	100%	0	A
Communicable and Non-Communicable Conditions	7WLM0023	30	English	0	100%	0	B

The award of Postgraduate Diploma in Public Health requires 120 credits at level 7.

Students who undertake the Postgraduate Certificate in Public Health or the Postgraduate Diploma in Public Health, can apply for Accreditation of Prior Credited Learning (APCL) if they wish to gain the Master award within 5 years of initial enrolment. Students who wish to APCL a UH award on to the MPH, can do so after 12 months of gaining the award of Postgraduate Certificate in Public Health/Postgraduate Diploma in Public Health. The APCL process can be found in the link below:

[https://www.studynet1.herts.ac.uk/ptl/common/aqo.nsf/Teaching+Documents?Openview&count=9999&restrictto+category=Guidance+and+Strategy/Flexible+Credit+Framework+\(APL+and+Short+Courses\)](https://www.studynet1.herts.ac.uk/ptl/common/aqo.nsf/Teaching+Documents?Openview&count=9999&restrictto+category=Guidance+and+Strategy/Flexible+Credit+Framework+(APL+and+Short+Courses))

Table 1aiii Outline Programme Structure

**Master of Public Health**

**Mode of study** Full Time/Part time Master of Public Health

**Entry point** Semester A and C

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Public Health Foundations	7WLM0013	30	English	0	100%	0	A & C
Evidence Based Practice	7WLM0003	30	English	0	100%	0	A & B
Public Health Research and Epidemiology	7WLM0015	30	English	0	100%	0	A
Communicable and Non-Communicable Conditions	7WLM0023	30	English	0	100%	0	B
Project Report	7WLM0009	30	English	0	100%	0	A, B & C

## Optional Modules

### Module Titles

	Module Code	Credit Points	Language of Delivery	% examination	% coursework	% Practical	Semesters
Environmental Health & Well Being	7WLM0022	30	English	0	100%	0	C
Leadership for Public Health Practice	7WLM0020	30	English	0	100%	0	C
Work Based Learning	7WLM0007	30	English	0	100%	0	C
Promoting Health	7WLM0011	30	English	0	100%	0	C
Physical Activity and Nutrition for Public Health	7WLM0025	30	English	0	100%	0	C
Addressing internet addictive behaviour: a public health concern	7WLM0024	30	English	0	100%	0	C

The delivery of an individual optional module is subject to viability.

The award of a Master of Public Health requires 180 credits passed at level 7, including the Project Report (7WLM0009).

The tables below illustrate the semester of delivery of modules for each award and 'C' denotes which modules are compulsory.

### Postgraduate Certificate in Public Health delivery pattern (Semester A entry only)

Semester A (Sept – Jan)	Semester B (Jan – May)
Public Health Foundations (C)	Evidence Based Practice or Communicable and Non-Communicable Conditions

### Postgraduate Diploma in Public Health Full-time delivery pattern (Semester A entry only)

Semester A (Sept – Jan)	Semester B (Jan – May)
Public Health Foundations (C) and Public Health Research and Epidemiology (C)	Evidence Based Practice (C) and Communicable and Non-Communicable Conditions (C)

### Postgraduate Diploma in Public Health Part-time delivery pattern (Semester A entry only)

	Semester A (Sept – Jan)	Semester B (Jan – May)	Semester C (May – Sept)
Year 1	Public Health Foundations (C)	Communicable and Non-Communicable Conditions (C)	Study Break
Year 2	Public Health Research and Epidemiology (C)	Evidence Based Practice (C)	

Master of Public Health Full-time delivery pattern (Semester A entry only)

Semester A (Sept – Jan)	Semester B (Jan – May)	Semester C (May – Sept)
Public Health Foundations (C) <i>and</i> Public Health Research and Epidemiology (C)	Evidence Based Practice (C) <i>and</i> Communicable and Non-Communicable Conditions (C)	Optional module <i>and</i> Project Report (C)

Master of Public Health Part-time delivery pattern (Semester A entry)

	Semester A (Sept – Jan)	Semester B (Jan – May)	Semester C (May – Sept)
Year 1	Public Health Foundations (C)	Communicable and Non-Communicable Conditions (C)	Optional module
Year 2	Public Health Research and Epidemiology (C)	Evidence Based Practice (C)	Project Report (C)

Master of Public Health Part-time delivery pattern (Semester C entry)

	Semester C (May – Sept)	Semester A (Sept – Jan)	Semester B (Jan – May)
Year 1	Public Health Foundations (C)	Public Health Research and Epidemiology (C)	Communicable and Non-Communicable Conditions (C)
Year 2	Optional module	Evidence Based Practice (C)	Project Report (C)

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of (normally):	Programme Learning Outcomes developed (see above)
Masters	Public Health	180 credit points including at least 150 at level 7	3 Semesters	A1, A2, A3, A4, A5, A6, A7, B1, B2, B3, B4, B5, B6, C1, C2, C3, D1, D2, D3, D4, D5, D6
Postgraduate Diploma	Public Health	120 credit points, including at least 90 at level 7	2, 3 Semesters	A1, A2, A3, A4, A5, A6, B1, B3, B4, B5, C1, C2, C3, D1, D3, D4, D6
Postgraduate Certificate	Public Health	60 credit points at level 7	1-2 semesters	A1, A2, A3, A4, A6, B1, B3, B5, C2, D1, D4, D6

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Certificate	Public Health	60 credit points, including at least 45 at level 7	1-2 Semesters	A1, A2, A3, A4, A6, B1, B3, B5, C2, D1, D4, D6
Postgraduate Diploma	Public Health	120 credit points at level 7	2, 3 semesters	A1, A2, A3, A4, A5, A6, B1, B3, B4, B5, C1, C2, C3, D1, D3, D4, D6

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.

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## 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](#)).

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## 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 Postgraduate Medicine
- Programme Leader will be responsible for the day to day management of the programme
- Module Leaders will be responsible for their individual modules
- Education Technologist
- A designated Programme Administrator who is responsible for the day to day administration of the programme
- Programme Committee which meets twice a year and is chaired by the Programme Leader. Its membership includes student representatives, Module Leaders, Programme Administrator and the Educational Technologist.
- Stakeholder Group which meets twice a year and its membership consists of the Programme Leader, alumni representatives and public health practitioners to ensure the programme is contemporary.

### Support

Students are supported by:

- An induction and orientation to the programme and the university
- An introduction to the interactive academic skills 'How to be successful in my studies' programme. This will run concurrently with their first module in the first semester of each cohort
- Personal Tutor who will provide academic support.
- International students will be provided with additional academic English support
- Support from the Learning and Teaching Innovation Centre
- Online support from the E-Learning Technologist
- Online Distance Learning Admission Team
- Online information and learning materials and support via Canvas – the university wide system for educational delivery
- Programme Lead to help students understand and navigate through the course structure
- A designated Programme Administrator
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters and international student support
- Access to Student Health and Wellbeing
- The Students' Union
- Student representatives on the Programme Committee
- Dean of Students

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## 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.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

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.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

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## G. Entry requirements

The normal entry requirements for the programme are:

- A good Bachelor's degree (minimum 2.2 or equivalent) in a relevant discipline, or relevant experience (e.g. social work, healthcare, working with NGO's, community work) would be considered in place of a degree.
- GCSE (or equivalent) in English with minimum grade C. For international students who do not hold a UK Bachelor's degree, an IELTS score of 7.0 (minimum of 6.5 in any band) is required.
- GCSE (or equivalent) in Mathematics with minimum grade C.
- Access to computer equipment with the following specification:

<https://www.herts.ac.uk/study/online-distance-learning/how-online-study-works/system-requirements-for-study>

For candidates who do not meet the entry requirements above, the candidates will be required to undertake the following:

- a) Submit a short, written essay (500 words) about a public health issue (the topic will be given to the applicant). The focus of the essay will be on a contemporary issue in public health, e.g. vaccination, screening, exploring what is public health). The topic will be given to candidates 3 weeks prior to the interview. The answers will form part of the interview process. The essay will be assessed based on the following criteria: evidence of understanding of the topic, ability to write at academic level 7, coherent and logical flow of information, standard of grammar and comprehension.
- b) Participation in an interview (via Skype). Broadly, the interview will focus on areas such as experience and knowledge of public health, training/education and transferable skills, work experience, aspirations and motivation.

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 (APCL) and accredited prior experiential learning (APEL).

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If you would like this information in an alternative format please contact:  
Marvelle Brown on [m.brown24@herts.ac.uk](mailto:m.brown24@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](mailto: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.

		Programme Learning Outcomes (as identified in section 1 and the following page)																							
		Knowledge & Understanding							Intellectual Skills						Practical Skills			Transferable Skills							
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	D1	D2	D3	D4	D5	D6		
Public Health Foundations	7WLM0013	x	x		x	x	x			x	x		x			x	x	x		x	x	x	x		
Evidence Based Practice	7WLM0003			x		x	x	x	x	x		x		x		x	x			x	x		x		
Public Health Research and Epidemiology	7WLM0015	x	x			x	x		x			x			x	x	x		x		x	x			
Communicable and Non-Communicable Conditions	7WLM0023		x	x	x	x	x		x			x	x		x	x	x	x	x	x	x	x	x		
Project Report	7WLM0009			x	x	x	x	x	x		x	x	x	x	x	x	x		x	x			x		
Environmental Health and Wellbeing	7WLM0022		x		x	x			x	x	x	x	x				x			x	x	x			
Leadership for Public Health Practice	7WLM0020				x					x	x					x	x	x	x	x	x	x	x		
Work Based Learning	7WLM0007			x	x		x	x						x				x	x	x	x	x	x		
Promoting Health	7WLM0011	x	x	x	x	x	x			x		x		x	x	x	x	x	x	x	x	x			
Physical Activity and Nutrition for Public Health	7WLM0025		x		x	x			x		x			x		x	x	x	x	x					
Addressing internet addictive behaviours – a Public Health Concern	7WLM0024		x	x	x	x			x		x	x	x	x		x	x		x	x	x	x			

## Postgraduate Diploma in Public Health

Table 2a: Development of Intended Programme Learning Outcomes in the Constituent Module

		Programme Learning Outcomes (as identified in section 1 and the following page)																					
		Knowledge & Understanding							Intellectual Skills						Practical Skills			Transferable Skills					
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	D1	D2	D3	D4	D5	D6
Public Health Foundations	7WLM0013	x	x		x	x	x			x	x		x			x	x	x		x	x	x	x
Evidence Based Practice	7WLM0003			x		x	x	x	x	x		x		x		x	x			x	x		x
Public Health Research and Epidemiology	7WLM0015	x	x			x	x		x			x			x	x	x		x		x	x	
Communicable and Non-Communicable Conditions	7WLM0023		x	x	x	x	x		x			x	x		x	x	x	x	x	x	x	x	x

## Postgraduate Certificate in Public Health

Table 2b: Development of Intended Programme Learning Outcomes in the Constituent Modules

		Programme Learning Outcomes (as identified in section 1 and the following page)																					
		Knowledge & Understanding							Intellectual Skills						Practical Skills			Transferable Skills					
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	D1	D2	D3	D4	D5	D6
Public Health Foundations	7WLM0013	x	x		x	x	x			x	x		x			x	x	x		x	x	x	x
Evidence Based Practice	7WLM0003			x		x	x	x	x	x		x		x		x	x			x	x		x
Communicable and Non-Communicable Conditions	7WLM0023		x	x	x	x	x		x			x	x		x	x	x	x	x	x	x	x	x

## 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

### 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

### 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

### 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

<b>Relevant QAA subject benchmarking statements</b>	None
<b>Type of programme</b>	Taught Postgraduate
<b>Date of validation/last periodic review</b>	January 20
<b>Date of production/ last revision of PS</b>	June 2019
<b>Relevant to level/cohort</b>	Level 7 entering September 2020
<b>Administrative School</b>	School of Life and Medical Sciences

Table 3 Course structure

Course details		
Course code	Course description	HECOS
LMWPHM LMWPHPGD LMWPHPGC	Master of Public Health (online) PgDip Public Health (online) PgCert Public Health (online)	100648