

# Programme Specification and Curriculum Map for Post Graduate Certificate Applied Public Health

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| **1. Programme title** | | Applied Public Health |
| **2. Awarding institution** | | Middlesex University |
| **3. Teaching institution** | | Middlesex University |
| **4. Programme accredited by** | |  |
| **5. Final qualification** | | PGCert Applied Public Health |
| **6. Academic year** | | 2013/14 |
| **7. Language of study** | | English |
| **8. Mode of study** | | Full and Part Time |
| **9. Criteria for admission to the programme**  **Evidence that have capacity to work at level 7+ for example:**  Good honours degree, 2.2 or above or equivalent qualification. Equivalent work basedexperience may be considered at the discretion of the programme team and may require submission of a piece of work. IELTS 6.5 (with minimum 6.0 in all components) or TOEFL paper based 575 (no less than 4.5 in test of written English) or TOEFL internet based 90 (with no less than 19 in each component) | | |
| **10. Aims of the programme** | | |
| The programme aims to provide students with the skills and expertise to enable them to critically evaluate and implement practical applied public health solutions in the context of the environment in which the practitioner operates. At the end of the core programme (PGCert) the student will have acquired the following.   * A holistic, multi-disciplinary understanding of the scientific, legislative, policy, technical and managerial skills on which to base professional competence and the meeting of the national standards for Public Health practice * An advanced critical awareness of the inter-relationship between behaviours, culture, social environmental circumstances and health * An informed, critical equitable and ethical attitude towards post graduate and professional practice. * The ability to collect, synthesise, and evaluate population health and well-being; to facilitate others to collect and interpret information; and to effectively communicate and disseminate information about health stressors, health and wellbeing * The ability to seek and constitute new partnership and develop, maintain and where possible improve on existing partnership aimed at the improvement of public health * The skills to develop, apply and evaluate risk and quality management within the context of evidence based practice * A critical understanding of the role of policy and strategy design, development and implementation to improve public health and wellbeing. * The capability to analyse existing and future public health concerns, and design, develop, implement, and evaluate public health policy  |  |  | | --- | --- | | **11. Programme outcomes** | | | **A. Knowledge and understanding**  On completion of this programme the successful student will have knowledge and understanding of:   1. The influence, importance and inter-relationship between behaviours, culture, social, environmental circumstances and health 2. A wide range of management strategies to analyse existing and future public health concerns, and design, develop, implement, and evaluate public health policy 3. How to collect, synthesise, evaluation and use public health information, demographics, epidemiology and other data to determine population well being, and health. 4. The role of behaviours, lifestyle and cognitive and emotional processes that act in the development of disease at both the individual and population level and evaluate the mechanisms of addiction. | **Teaching/learning methods**  Students gain knowledge and understanding through attendance in lectures, seminars, and through a variety of directed and self directed learning activities e.g. group projects, case study analysis. The use of case studies that reflect real world environments are essential in enabling the student to relate knowledge to the practical situations in which they are likely to practice in the future.  The use of e-learning strategies is also integrated into the teaching and learning strategies through the use of on line sources such as Gapminder. Mylearning will also be used to encourage independent study and formative assessment through the use of interactive exercises links to external sources of information and Pod cast presentations and lecture notes available to the student for downloading. The use of the message board and interactive chat room facility will also be encourage to raise debate and discussion on key subject area.  **Assessment Method**  Students’ knowledge and understanding is assessed by a combination of coursework, and case studies designed to reflect current practice in situations likely to be experienced by students in their future practice. Presentations will also be used as a formative assessment with written feedback given rapidly to progress learning and understanding. Examinations are necessary in certain modules to ensure that students have retained certain key elements of knowledge essential for their future professional activities. |  |  |  | | --- | --- | | **B. Cognitive (thinking) skills**  On completion of this programme the successful student will be able to:   1. Critically analyse and appraise good practice in the management of public health and health improvement 2. Select appropriate approaches to investigate public health needs and interventions in complex situations. 3. Problem solve at both an individual and population level and be able to prioritise a range of options and select appropriate communication formats to convey solutions. 4. Reflect on own practice and select from a range of options best mechanism to influence others to achieve best practice 5. Critical appraisal of national, community and individual public health concerns and influences | **Teaching/learning methods**  Students learn cognitive skills through case study analysis of practical public health problems. Group and mini seminars and workshops will help students articulate ideas, reflect on their understanding and learn from others in a constructive environment. E-learning facilities available on Mylearning on Myunihib such as interactive exercises will help develop cognitive skills.  **Assessment Method**  Students’ cognitive skills are assessed by essay, case study and on occasion written examination, | | | |
| **C. Practical skills**  On completion of the programme the successful student will be able to:   1. Be able to apply, autonomously, a range of strategies to implement appropriate public health interventions 2. Be able to make recommendations and articulate solutions on a proposed course of action at a range of levels and to a range of stakeholders. 3. Critically appraise best practice and applicability to new contexts and communicate their implications to a wide range of stakeholders 4. Select and manage information in relation to public health. 5. Implement good management practice in public health. | **Teaching/learning methods**  Students learn practical skills through interactive participation in modules. The modules have been designed to encourage practical work as appropriate, for example use of real world case studies.  **Assessment Method**  Students’ practical skills are assessed by use of case studies, presentations, application of research skills,  Some modules also assess presentation skills formatively as a way of improving verbal communications skills often required in professional practice. | |
| **D. Post-Graduate Skills**  On completion of this programme the successful student will be able to:   1. Communicate effectively both written and verbally 2. Team work in a professional manner with fellow students to solve problems. 3. Effective learning through independent study 4. Use the range of Information technology on offer to search for peer reviewed, legislative and professional guidance literature 5. Demonstrate personal and career development in a professional capacity. 6. Enhanced numeracy skills required at level 7 7. Effectively manage their time throughout the course of study | **Teaching/learning methods**  Students acquire graduate skills through participation in all elements the programme, in particular group work, exercises  **Assessment method**  Post -graduate skills are integrated into all forms of assessment. | |

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| **12. 1 Overall structure of the programme** |
| Students will study for 12 weeks over one term. There is a break at Christmas. Assessments are carried out throughout the term.  The programme is divided into study units called modules. Each module has a credit value of 15 or 30 credits. Each 15 credit represents 150 hours of student learning and the 30 credit modules represents approximately 300 hours of student learning, endeavour and assessment. To obtain the Post Graduate Certificate in Applied Public Health a student will need to have achieved 60 credits of learning at level 7. |

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| 12.2 Levels and modules | | |
| Level 7 (4) | | |
| COMPULSORY | OPTIONAL | PROGRESSION REQUIREMENTS |
| Students must take all of the following:  BIO4500 Environmental and Public Health 15 Credits  BIO4503 Applied Epidemiology  15 credits  PRS4202 Policy and Public Health Strategy 30 Credits |  | student’s who pass the 3 compulsory modules may move onto the post graduate diploma or M.Sc. |

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| ***12.3 Non-compensatable modules*** | |
| ***Module level*** | ***Module code*** |
| *7* | *BIO4500* |
| *7* | *BIO4503* |
| *7* | *PRS4202* |

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| **13. A curriculum map relating learning outcomes to modules** |
| See Curriculum Map attached. |

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| **14. Information about assessment regulations** |
| The regulations applying to the programme are those common to the University, except that where modules are multiply assessed all elements need to be passed at a minimum grade of 16 on the University 20 Point Scale.  Self deferral is not permitted. |

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| **15. Placement opportunities, requirements and support (if applicable)** |
| Many students particularly part-time students will often be working in a public health role although it not a necessary component of the degree as both full-time and part-time students will be exposed to a variety of practical exercises and case studies with input from existing practitioners to enable them to put the learning into context. Placement experience will be encouraged as this will enhance the learning experience. |

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| **16. Future careers** |
| Increased skills in public health needs analysis, development of appropriate interventions and policy development will improve students’ overall value to the employer and profession. Students’ ability to take on an advisory or a more management role within the public health workforce which may include roles in the public, private and voluntary sectors (see <http://www.phorcast.org.uk/page.php?page_id=22> and  <http://www.phorcast.org.uk/document_store/1265290095_hNmg_examples_of_roles_in_the_six_areas_of_public_healt.pdf> and <http://www.phorcast.org.uk/document_store/1261481559_knWx_extended_definitions_from_career_frameworks.pdf> |

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| **17. Particular support for learning (if applicable)** | |
| LR facilities at Hendon, Second Life island, Microbiology Laboratory, Science Laboratories, specialist external lecturers, links to overseas public health practitioners | |
| **18. JACS code (or other relevant coding system)** | B990 |
| **19. Relevant QAA subject benchmark group(s)** | Health Studies, Bio-sciences |
| **20. Reference points**  The following reference points were used in designing the programme:   * Middlesex University (2006) Learning Framework Document * Middlesex University (2012/13) Guide and Regulations * Middlesex university (2007). Enhancing learning, teaching and assessment strategy 2007-12 * School of Health and Social Sciences (2004). Assuring Academic Quality and Standards. * Skills for Health (2004) National Occupational Standards for the Practice of Public Health Guide | |

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| **21. Other information** |
| Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the University Regulations and the Programme Handbook. |

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

**Curriculum map: Post Graduate Certificate Applied Public Health**

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

**Programme learning outcomes**

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| Knowledge and understanding | | Practical skills | |
| A1 | The influence, importance and inter-relationship between behaviours, culture, social, environmental circumstances and health. | C1 | Be able to apply, autonomously, a range of strategies to implement appropriate public health interventions. |
| A2 | A wide range of management strategies to analyse existing and future public health concerns, and design, develop, implement, and evaluate public health policy. | C2 | Be able to make recommendations and articulate solutions on a proposed course of action at a range of levels and to a range of stakeholders. |
| A3 | How to collect, synthesise, evaluation and use public health information, demographics, epidemiology and other data to determine population well being, and health. | C3 | Critically appraise best practice and applicability to new contexts and communicate their implications to a wide range of stakeholders. |
| A4 | The role of behaviours, lifestyle and cognitive and emotional processes that act in the development of disease at both the individual and population level and evaluate the mechanisms of addiction. | C4 | Select and manage information in relation to public health.  Implement good management practice in public health |
|  |  | C5 | Implement good management practice in public health. |

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| Cognitive skills | | Graduate Skills | |
| B1 | Critically analyse and appraise good practice in the management of public health and health improvement | D1 | Communicate effectively both written and verbally |
| B2 | Select appropriate approaches to investigate public health needs and interventions in complex situations. | D2 | Team work in a professional manner with fellow students to solve problems. |
| B3 | Problem solve at both an individual and population level and be able to prioritise a range of options and select appropriate communication formats to convey solutions. | D3 | Effective learning through independent study |
| B4 | Reflect on own practice and select from a range of options best mechanism to influence others to achieve best practice | D4 | Use the range of Information technology on offer to search for peer reviewed, legislative and professional guidance literature |
| B5 | Critical appraisal of national, community and individual public health concerns and influences | D5 | Demonstrate personal and career development in a professional capacity. |
|  |  | D6 | Enhanced numeracy skills required at level 7 |
|  |  | D7 | Effectively manage their time throughout the course of study |

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| A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C5 | C4 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |

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| Module Title | Module Code  by Level |  | | |
| A1 | A2 | A3 | | A4 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
| Environment & public health | BIO4500 | X |  |  | |  |  |  |  | X |  | X |  | X | X |  | X |  | X |  |  |  | X |
| Applied Epidemiology | BIO4503 |  |  | X | | X |  | X | X |  |  | X | X | X |  |  |  |  |  | X |  | X |  |
| Policy & public health strategy | PRS4202 |  | X |  | |  | X |  | X |  | X | X | X |  | X | X |  | X |  |  | X |  |  |

**Diagram of Award: PGCert (FT) Applied Public Health (Sept Start only)**

BIO 4500 (core)

Environmental and Public Health 15c

BIO4503 Applied Epidemiology 15c

PRS 4202 (core)

Policy and Public Health Strategy 30c

## MU_LDN

# Programme Specification and Curriculum Map for MSc Post Graduate Diploma Applied Public Health

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| --- | --- | --- | --- | --- |
| **1. Programme title** | Applied public health | | | |
| **2. Awarding institution** | Middlesex University | | | |
| **3. Teaching institution** | Middlesex University | | | |
| **4. Programme accredited by** |  | | | |
| **5. Final qualification** | PGD Applied Public Health  MSc Applied Public Health | | | |
| **6. Academic year** | 2013/14 | | | |
| **7. Language of study** | English | | | |
| **8. Mode of study** | Full and Part Time | | | |
| **9. Criteria for admission to the programme**  **Evidence that have capacity to work at level 7+ for example:**  Good honours degree, 2.2 or above or equivalent qualification. Equivalent work basedexperience may be considered at the discretion of the programme team and may require submission of a piece of work. IELTS 6.5 (with minimum 6.0 in all components) or TOEFL paper based 575 (no less than 4.5 in test of written English) or TOEFL internet based 90 (with no less than 19 in each component) | | | | |
| **10. Aims of the programme** | | | | |
| The programme aims to provide students with the skills and expertise to enable them to critically evaluate and implement practical applied public health solutions in the context of the environment in which the practitioner operates. At the end of the core programme (PGDip) the student will have acquired the following.   * A holistic, multi-disciplinary understanding of the scientific, legislative, policy, technical and managerial skills on which to base professional competence and the meeting of the national standards for Public Health practice. * An advanced critical awareness of the inter-relationship between behaviours, culture, social environmental circumstances and health * An informed, critical equitable and ethical attitude towards post graduate and professional practice. * The ability to collect, synthesise, and evaluate population health and well-being; to facilitate others to collect and interpret information; and to effectively communicate and disseminate information about health stressors, health and wellbeing. * The ability to seek and constitute new partnership and develop, maintain and where possible improve on existing partnership aimed at the improvement of public health * The skills to develop, apply, and evaluate risk and quality management within the context of evidence based practice. * A critical understanding of the role of policy and strategy design, development and implementation to improve public health and wellbeing. * The capability to analyse existing and future public health concerns, and design, develop, implement, and evaluate public health policy. * The ability to critically appraise public health in a variety of complex situations and design and implement practical solutions to improve health and wellbeing, reduce health inequalities, improve access to services, and promote health and wellbeing. * The capability to analyse existing and future public health concerns, and design, develop, implement, cost and evaluate public health policy * Refined communication skills providing the ability to communicate using a variety of methods, including social marketing, and behavioural change programmes to specialists, senior executives, non-specialists, community and individuals on matters pertaining to public health. * Sufficient knowledge, understanding, cognitive and practical skills to meet the National Occupational Standards for Public Health to at least a ‘knows how’ level.   MSc  For those undertaking the MSc the students will build on the above by:   * Undertaking a major piece of research at masters’ level involving the design, planning, implementation and critical evaluation of an area of applied public health using appropriate methodologies, data collection and evaluation. | | | | |
| **11. Programme outcomes** | | | | |
| **A. Knowledge and understanding**  On completion of this programme the successful student will have knowledge and understanding of   1. The influence, importance and inter-relationship between behaviours, culture, social, environmental circumstances and health 2. A wide range of management strategies to analyse existing and future public health concerns, and design, development, implement, and evaluate public health policy 3. Methods to collect, synthesise, evaluation and use public health information, demographics, epidemiology and other data to determine population well being, and health. 4. The role of behaviours, lifestyle and cognitive and emotional processes that act in the development of disease at both the individual and population level and evaluate the mechanisms of addiction. 5. The principles and application of health promotion, and use of behavioural change programmes, social marketing and other tools in the promotion of welling being and public health 6. The application of health economics, risk appraisal and quality management to the development of effective public health programmes 7. The role, impact, and evaluation of partnership working to achieve public health outcomes.   For the M.Sc.  8. The role and application of research within public health, the need for ethical practice and a range of methods, approaches, techniques that can be applied to public health research | **Teaching/learning methods**  Students gain knowledge and understanding through attendance in lectures, seminars, and through a variety of directed and self directed learning activities e.g. group projects, case study analysis. The use of case studies that reflect real world environments are essential in enabling the student to relate knowledge to the practical situations in which they are likely to practice in the future.  The use of e-learning strategies is also integrated into the teaching and learning strategies through the use of on line sources such as Gapminder. Mylearning will also be used to encourage independent study and formative assessment through the use of interactive exercises links to external sources of information and Pod cast presentations and lecture notes available to the student for downloading. The use of the message board and interactive chat room facility will also be encourage to raise debate and discussion on key subject area.  **Assessment Method**  Students’ knowledge and understanding is assessed by a combination of coursework, and case studies designed to reflect current practice in situations likely to be experienced by students in their future practice. Presentations will also be used as a formative assessment with written feedback given rapidly to progress learning and understanding. Examinations are necessary in certain modules to ensure that students have retained certain key elements of knowledge essential for their future professional activities. | | | |
| **B. Cognitive (thinking) skills**  On completion of this programme the successful student will be able to:   1. Critically analyse and appraise good practice in the management of public health and health improvement 2. Select appropriate approaches to investigate public health needs and interventions in complex situations. 3. Risk appraise, and problem solve at both and individual problem level and within the context of a range of problems, and prioritise a range of options and select appropriate communication formats to convey solutions. 4. Reflect on own practice and select from a range of options best mechanism to influence others to achieve best practice 5. Critical appraisal of national, community and individual public health concerns and influences 6. Consider and evaluate the role of partnership within and external to an organisation to effect public health improvement 7. Consider the role of ethical practice and the delivery of programmes to promote health equality.   M.Sc. Only   1. Critically evaluate the results of an academic investigation and be able to extract data using a range of techniques appropriate to their chosen fields 2. Appropriately plan, undertake and synthesise research in public health and disseminate findings to benefit the population | | | **Teaching/learning methods**  Students learn cognitive skills through case study analysis of practical public health problems. Group and mini seminars and workshops will help students articulate ideas, reflect on their understanding and learn from others in a constructive environment. E-learning facilities available on Mylearning on Myunihib such as interactive exercises will help develop cognitive skills.  **Assessment Method**  Students’ cognitive skills are assessed by essay, case study and on occasion written examination, (for M.Sc. via the research proposal and research project). | |
| **C. Practical skills**  On completion of the programme the successful student will be able to:   1. Be able to apply, autonomously, a range of strategies to implement appropriate public health interventions 2. Be able to make recommendations and articulate solutions on a proposed course of action at a range of levels and to a range of stakeholders. 3. Implement good management practice in public health 4. Critically appraise best practice and applicability to new contexts and communicate their implications to a wide range of stakeholders 5. Select and manage information in relation to public health. 6. Work within teams to problem solve and act as the team leader and specialist adviser to improve public health 7. Create partnerships within and external to the organisation through developing skills and roles, and working in teams 8. Demonstrate the relevant competencies of the National Occupational Standards for Public Health in appropriate environments. 9. Facilitate, develop, and maintain learning communities both within public health organisations, partners and the community   For M.Sc. only   1. Undertake a substantial academic investigation and articulate the findings in relation to public health | | | **Teaching/learning methods**  Students learn practical skills through interactive participation in modules. The modules have been designed to encourage practical work as appropriate, for example use of real world case studies.  **Assessment Method**  Students’ practical skills are assessed by use of case studies, presentations, application of research skills,  Some modules also assess presentation skills formatively as a way of improving verbal communications skills often required in professional practice. | |
| **D. Post-Graduate Skills**  On completion of this programme the successful student will be able to:   1. Communicate effectively both written and verbally 2. Team work in a professional manner with fellow students to solve problems. 3. Effective learning through independent study 4. Use the range of Information technology on offer to search for peer reviewed, legislative and professional guidance literature 5. Demonstrate personal and career development in a professional capacity. 6. Enhanced numeracy skills required at level 7 7. Effectively manage their time throughout the course of study | | **Teaching/learning methods**  Students acquire graduate skills through participation in all elements the programme, in particular group work, exercises and the completion of research methods and MSc dissertation process of planning, researching and resourcing for MSc students.  **Assessment method**  Post -graduate skills are integrated into all forms of assessment. In particular the research methods as an essential element of the course and final dissertation for MSc programmes will ensure the development and assessment of the key skills. | |

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| **12. Programme structure (levels, modules, credits and progression requirements)** | | | |
| **12. 1 Overall structure of the programme** | | | |
| Students will study for 24 weeks over two terms, Autumn and Winter terms for those starting in September. There are breaks at Christmas and Easter. Assessments are carried out throughout the semester in both terms with examinations being held in the summer.  The programme is divided into study units called modules. Each module has a credit value of 15 or 30 credits, except the project on the M.Sc., which is 60 credits in size. Each 15 credit represents 150 hours of student learning and the 30 credit modules represents approximately 300 hours of student learning, endeavour and assessment. To obtain the Post Graduate Diploma in Applied public health a student will need to have achieved 120 credits of learning at level 7. For the M.Sc. students will need to also have completed the project (180 credits in total). | | | |
| **12.2 Levels and modules** | | | |
| Level 7 (4) | | | |
| COMPULSORY | | OPTIONAL | PROGRESSION REQUIREMENTS |
| Students must take all of the following:  PgD Students must take all of the following:  BIO4500 Environmental and Public Health 15 Credits  BIO4503 Applied Epidemiology, 15 credits  PRS4202 Policy and Public Health Strategy 30 Credits  PRS4100 Health Economics 15 credits  PHC4630 Health Promotion and Health Development 15 Credits  BIO4600 Challenges in Global Public Health  For the MSc:  PRS4799 Research Methods and Dissertation 60 credits | |  | part time student are able to trail a maximum of 30 credits to the next stage. As such students must pass 60 of their 90 year 1 credits. |
| ***12.3 Non-compensatable modules*** | | | |
| ***Module level*** | ***Module code*** | | |
| *7* | *BIO4500* | | |
| *7* | *BIO4503* | | |
| *7* | *PRS4202* | | |
| *7* | *PRS4100* | | |
| *7* | *PHC4630* | | |
| *7* | *BIO4600* | | |
| *7* | *PRS4799 (MSc Only)* | | |

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| **13. A curriculum map relating learning outcomes to modules** |
| See Curriculum Map attached. |

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| **14. Information about assessment regulations** |
| The regulations applying to the programme are those common to the University, except that where modules are multiply assessed all elements need to be passed at a minimum grade of 16 on the University 20 Point Scale.  Self deferral is not permitted. |

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| **15. Placement opportunities, requirements and support (if applicable)** |
| Many students particularly part-time students will often be working in a public health role although it not a necessary component of the degree as both full-time and part-time students will be exposed to a variety of practical exercises and case studies with input from existing practitioners to enable them to put the learning into context. Placement experience will be encouraged as this will enhance the learning experience. |
| **16. Future careers** |
| Increased skills in public health needs analysis, development of appropriate interventions and policy development will improve students’ overall value to the employer and profession. Students’ ability to take on an advisory or a more management role within the public health workforce which may include roles in the public, private and voluntary sectors (see <http://www.phorcast.org.uk/page.php?page_id=22> and  <http://www.phorcast.org.uk/document_store/1265290095_hNmg_examples_of_roles_in_the_six_areas_of_public_healt.pdf> and <http://www.phorcast.org.uk/document_store/1261481559_knWx_extended_definitions_from_career_frameworks.pdf> |

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| **17. Particular support for learning (if applicable)** |
| LR facilities at Hendon, Second Life island, Microbiology Laboratory, Science Laboratories, specialist external lecturers, links to overseas public health practitioners |

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| **18. JACS code (or other relevant coding system)** | B990 |
| **19. Relevant QAA subject benchmark group(s)** | Health Studies, Bio-sciences |

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| **20. Reference points**  The following reference points were used in designing the programme:   * Middlesex University (2006) Learning Framework Document * Middlesex University (2012/13) Guide and Regulations * Middlesex university (2007). Enhancing learning, teaching and assessment strategy 2007-12 * School of Health and Social Sciences (2004). Assuring Academic Quality and Standards. * Skills for Health (2004) National Occupational Standards for the Practice of Public Health Guide |

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| **21. Other information** |
| Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the University Regulations and the Programme Handbook. |

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

**Curriculum map for MSc/Post Graduate Diploma Applied Public Health**

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

**Programme learning outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| Knowledge and understanding | | Practical skills | |
| A1 | The influence, importance and inter-relationship between behaviours, culture, social, environmental circumstances and health | C1 | Be able to apply, autonomously, a range of strategies to implement appropriate public health interventions |
| A2 | A wide range of management strategies to analyse existing and future public health concerns, and design, development, implement, and evaluate public health policy | C2 | Be able to make recommendations and articulate solutions on a proposed course of action at a range of levels and to a range of stakeholders. |
| A3 | Methods to collect, synthesise, evaluation and use public health information, demographics, epidemiology and other data to determine population well being, and health. | C3 | Implement good management practice in public health |
| A4 | The role of behaviours, lifestyle and cognitive and emotional processes that act in the development of disease at both the individual and population level and evaluate the mechanisms of addiction. | C4 | Critically appraise best practice and applicability to new contexts and communicate their implications to a wide range of stakeholders |
| A5 | The principles and application of health promotion, and use of behavioural change programmes, social marketing and other tools in the promotion of welling being and public health | C5 | Select and manage information in relation to public health. |
| A6 | The application of health economics, risk appraisal and quality management to the development of effective public health programmes | C6 | Work within teams to problem solve and act as the team leader and specialist adviser to improve public health |
| A7 | The role, impact, and evaluation of partnership working to achieve public health outcomes. | C7 | Create partnerships within and external to the organisation through developing skills and roles, and working in teams |
| A8 | For the M.Sc.  The role and application of research within public health, the need for ethical practice and a range of methods, approaches, techniques that can be applied to public health research | C8 | Demonstrate the relevant competencies of the National Occupational Standards for Public Health in appropriate environments. |
|  |  | C9 | Facilitate, develop, and maintain learning communities both within public health organisations, partners and the community |
|  |  | C10 | For M.Sc. only  Undertake a substantial academic investigation and articulate the findings in relation to public health |
| Cognitive skills | | Graduate Skills | |
| B1 | Critically analyse and appraise good practice in the management of public health and health improvement | D1 | Communicate effectively both written and verbally |
| B2 | Select appropriate approaches to investigate public health needs and interventions in complex situations. | D2 | Team work in a professional manner with fellow students to solve problems. |
| B3 | Risk appraise, and problem solve at both and individual problem level and within the context of a range of problems, and prioritise a range of options and select appropriate communication formats to convey solutions. | D3 | Effective learning through independent study |
| B4 | Reflect on own practice and select from a range of options best mechanism to influence others to achieve best practice | D4 | Use the range of Information technology on offer to search for peer reviewed, legislative and professional guidance literature |
| B5 | Critical appraisal of national, community and individual public health concerns and influences | D5 | Demonstrate personal and career development in a professional capacity. |
| B6 | Consider and evaluate the role of partnership within and external to an organisation to effect public health improvement | D6 | Enhanced numeracy skills required at level 7 |
| B7 | Consider the role of ethical practice and the delivery of programmes to promote health equality. | D7 | Effectively manage their time throughout the course of study |
| B8 | M.Sc. Only  Critically evaluate the results of an academic investigation and be able to extract data using a range of techniques appropriate to their chosen fields |  |  |
| B9 | Appropriately plan, undertake and synthesise research in public health and disseminate findings to benefit the population |  |  |

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| Programme outcomes | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | |
| A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
|  | | | | | | | | | | | | | | | | | Highest level achieved by all graduates | | | | | | | | | | | | | | | | |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Module Title | Module Code  by Level | Programme outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C  10 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
| Environment & public health | BIO4500 | X |  |  | X |  |  |  |  |  |  | X |  |  |  |  |  |  | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |
| Applied Epidemiology | BIO4503 |  |  | X | X |  |  |  |  |  | X |  | X |  |  |  |  |  | X |  |  | X | X |  |  | X |  |  |  |  |  | X |  | X | X |
| Policy and public health strategy | PRS4202 |  | X |  |  | X |  | X |  |  |  | X |  | X | X |  |  |  | X |  | X | X | X | X | X | X |  |  |  | X |  |  |  |  |  |
| Health economics | PRS4100 |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |
| Health promotion and health development | PHC4630 |  |  | X |  | X |  | X |  |  |  |  |  |  | X | X |  |  | X | X |  | X |  | X | X | X | X |  | X |  |  |  | X |  |  |
| Challenges in Global Public Health | BIO4600 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research methods and Dissertation | PRS4799 |  |  |  |  |  |  |  | X |  | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  | X |  | X | X |  | X | X |  |  |  |

# Diagrams of Awards

**PGDip/M.Sc. Applied Public Health (FT) Sept Start**

**Term 1 (Sept) Term 2 (Jan) Term 3 (June – Sept)**

PRS 4100

Health Economics 15c

BIO 4500

Environment and Public Health 15c

PHC4630 Health promotion and health development 15c

BIO4503 Applied Epidemiology 15c

PGD Applied Public Health based on 6 core modules

BIO4600 Challenges in Global Public Health 30c

PRS 4202

Policy and Public Health Strategy 30c

**d**

PRS4799

Research methods and Dissertation 60 c

**PGDip/M.Sc. Applied Public Health (FT) Jan Start**

**Term 1 (Jan) Term 2 (June) Term 3 (Sept- Jan)**

PRS4799 intensive teaching week

Research methods and Dissertation 60 c

PRS 4202

Policy and Public Health Strategy 30c

BIO 4500

Environment and Public Health 15c

PRS 4100

Health Economics 15c

PHC4630

Health promotion and health development 15c

BIO4503 Applied Epidemiology 15c

BIO4600 Challenges in Global Public Health 30c

PGD Applied Public Health based on 6 core modules

**PGDip/M.Sc. Applied Public Health (PT) (Sept Start)**

**Year 1**

**Term 1 (Sept) Term 2 (Jan) Term3 (June-Sept)**

PRS4100

Health Economics 15c

PRS 4202

Policy and Public Health Strategy 30c

BIO4600 Challenges in Global Public Health 30c

BIO4503 Applied Epidemiology 15c

**Year 2**

**Term 1 Term 2 Term 3**

PHC4630 Health promotion and health development 15c

BIO 4500 Environment and Public Health 15c

PRS4799

Research methods and dissertation 60 c

**PGDip/M.Sc. Applied Public Health (PT) (Jan Start)**

**Year 1 Term 1 (Jan) term 2 (May) Term 3 (Sept –Jan)**

PRS4100 Health Economics 15c

PRS 4202 Policy and Public Health Strategy 30c

BIO4503 Applied Epidemiology 15c

BIO4600 Challenges in Global Public Health 30c

**Year 2**

**Term 1 (Jan) Term 3 (Sept-Jan)**

BIO 4500 Environment and Public Health 15c

PHC4630 Health promotion and health development 15c

PRS4799

Research methods and dissertation 60 c