

**Programme Specification for**  
***MSc Applied Public Health***



<b>1. Programme title</b>	MSc Applied Public Health
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	
<b>5. Final qualification</b>	MSc Applied Public Health PGDip Applied Public Health
<b>6. Year of validation</b> <b>Year of amendment</b>	
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full-time/ 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 based experience 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;

- provide 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;
- provide an advanced critical awareness of the inter-relationship between behaviours, culture, social environmental circumstances and health;
- develop an informed, critical equitable and ethical attitude towards post graduate and professional practice;
- develop 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;
- to seek and constitute new partnership and develop, maintain and where possible improve on existing partnership aimed at the improvement of public health;
- provide the skills to develop, apply, and evaluate risk and quality management within the context of evidence based practice;
- develop a critical understanding of the role of policy and strategy design, development and implementation to improve public health and wellbeing;
- facilitate the capability to analyse existing and future public health concerns, and design, develop, implement, and evaluate public health policy;
- 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;
- analyse existing and future public health concerns, and design, develop, implement, cost and evaluate public health policy;
- develop 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;
- provide sufficient knowledge, understanding, cognitive and practical skills to meet the National Occupational Standards for Public Health to at least a 'knows how' level;

## 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

### Teaching/learning methods

Students gain knowledge and understanding through:

- attendance in lectures, seminars;
- variety of directed and self-directed learning activities e.g. group projects, case study analysis;
- use of case studies that reflect real world environments, to relate

<p>strategies to analyse existing and future public health concerns, and design, development, implement, and evaluate public health policy.</p> <ol style="list-style-type: none"> <li>3. Methods to collect, synthesise, evaluation and use public health information, demographics, epidemiology and other data to determine population well-being, and health.</li> <li>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.</li> <li>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.</li> <li>6. The application of health economics, risk appraisal and quality management to the development of effective public health programmes.</li> <li>7. The role, impact, and evaluation of partnership working to achieve public health outcomes.</li> </ol> <p><b>For the M.Sc.</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	<p>knowledge to the practical situations in which they are likely to practice in the future;</p> <ul style="list-style-type: none"> <li>• e-learning strategies integrated into the teaching and learning strategies through the use of on line sources such as Gapminder;</li> <li>• My Learning, 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;</li> <li>• use of the message board and interactive chat room facility to raise debate and discussion on key subject area.</li> </ul> <p><b>Assessment methods</b></p> <p>Students' knowledge and understanding is assessed by:</p> <ul style="list-style-type: none"> <li>• a combination of coursework, and case studies designed to reflect current practice in situations likely to be experienced by students in their future practice;</li> <li>• presentations, as a formative assessment with written feedback given rapidly to progress learning and understanding;</li> <li>• examinations, to ensure that students have retained certain key elements of knowledge essential for their future professional activities.</li> </ul>
<p><b>B. Cognitive (thinking) skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically analyse and appraise good practice in the management of public health and health improvement.</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> <li>• case study analysis of practical public health problems;</li> <li>• group and mini seminars and workshops to articulate ideas, reflect on their understanding and learn from</li> </ul>

<ol style="list-style-type: none"> <li>2. Select appropriate approaches to investigate public health needs and interventions in complex situations.</li> <li>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.</li> <li>4. Reflect on own practice and select from a range of options best mechanism to influence others to achieve best practice.</li> <li>5. Critical appraisal of national, community and individual public health concerns and influences.</li> <li>6. Consider and evaluate the role of partnership within and external to an organisation to effect public health improvement.</li> <li>7. Consider the role of ethical practice and the delivery of programmes to promote health equality.</li> </ol> <p><b>For MSc only:</b></p> <ol style="list-style-type: none"> <li>8. Critically evaluate the results of an academic investigation and be able to extract data using a range of techniques appropriate to their chosen fields.</li> <li>9. Appropriately plan, undertake and synthesise research in public health and disseminate findings to benefit the population.</li> </ol>	<p>others in a constructive environment;</p> <ul style="list-style-type: none"> <li>• E-learning facilities available on My Learning on Myunihub such as interactive exercises will help develop cognitive skills.</li> </ul> <p><b>Assessment methods</b></p> <p>Students' cognitive skills are assessed by:</p> <ul style="list-style-type: none"> <li>• essay;</li> <li>• case study;</li> <li>• occasional written examination;</li> <li>• for MSc. - via the research proposal and research project.</li> </ul>
<p><b>C. Practical skills</b></p> <p>On completion of the programme the successful student will be able to:</p>	<p><b>Teaching/learning methods</b></p> <p>Students learn practical skills through:</p> <ul style="list-style-type: none"> <li>• interactive participation in modules;</li> </ul>

<ol style="list-style-type: none"> <li>1. Be able to apply, autonomously, a range of strategies to implement appropriate public health interventions.</li> <li>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.</li> <li>3. Implement good management practice in public health.</li> <li>4. Critically appraise best practice and applicability to new contexts and communicate their implications to a wide range of stakeholders.</li> <li>5. Select and manage information in relation to public health.</li> <li>6. Work within teams to problem solve and act as the team leader and specialist adviser to improve public health.</li> <li>7. Create partnerships within and external to the organisation through developing skills and roles, and working in teams.</li> <li>8. Demonstrate the relevant competencies of the National Occupational Standards for Public Health in appropriate environments.</li> <li>9. Facilitate, develop, and maintain learning communities both within public health organisations, partners and the community.</li> </ol> <p><b>For MSc only:</b></p> <ol style="list-style-type: none"> <li>10. Undertake a substantial academic investigation and articulate the findings in relation to public health.</li> </ol>	<ul style="list-style-type: none"> <li>• case studies.</li> </ul> <p><b>Assessment methods</b></p> <p>Students' practical skills are assessed by:</p> <ul style="list-style-type: none"> <li>• use of case studies;</li> <li>• presentations;</li> <li>• application of research skills;</li> <li>• presentation skills, formatively in order to improve verbal communications skills, often required in professional practice.</li> </ul>
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<p><b>D. Post- graduate skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Communicate effectively both written and verbally.</li> <li>2. Team work in a professional manner with fellow students to solve problems.</li> <li>3. Effective learning through independent study.</li> <li>4. Use the range of Information technology on offer to search for peer reviewed, legislative and professional guidance literature.</li> <li>5. Demonstrate personal and career development in a professional capacity.</li> <li>6. Enhanced numeracy skills required at Level 7.</li> <li>7. Effectively manage their time throughout the course of study.</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students acquire post-graduate skills through:</p> <ul style="list-style-type: none"> <li>• participation in all elements the programme, in particular group work, exercises and the completion of research methods;</li> <li>• MSc dissertation process of planning, researching and resourcing for MSc students.</li> </ul> <p><b>Assessment methods</b></p> <p>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.</p>

<p><b>12. Programme structure (levels, modules, credits and progression requirements)</b></p>
<p><b>12. 1 Overall structure of the programme</b></p>
<p>For those starting in September, students will study for 24 weeks over two terms, Autumn and Winter terms.</p> <p>For those starting in January, students will study for 24 weeks over three terms, Winter-Autumn-Winter.</p> <p>There are breaks at Christmas and Easter. Assessments are carried out throughout the semester in both terms with examinations being held in the summer.</p> <p>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 MSc., which is 60 credits in size. Each 15 credit represents 150 hours of student learning and the 30 credit modules</p>

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 MSc. students will need to also have completed the project (180 credits in total).

<b>12.2 Levels and modules</b>		
Level 7		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
PGDip Students must take all of the following:  <b>BIO4500</b> <i>15 credits</i>  <b>BIO4503</b> <i>15 credits</i>  <b>PRS4202</b> <i>30 credits</i>  <b>PRS4100</b> <i>15 credits</i>  <b>BIO4630</b> <i>15 credits</i>  <b>BIO4600</b>   For the MSc:  <b>PRS4799</b> <i>60 credits</i>		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.

<b>12.3 Non-compensatable modules</b> (note statement in 12.2 regarding FHEQ levels)	
Module level	Module code
Level 7	PRS4100, PRS4202, BIO4500, BIO4503, BIO4600, BIO4630, PRS4799 (MSc only)

### 13. Curriculum map

See attached.

### 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.

### 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 (if applicable)

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](http://www.phorcast.org.uk/page.php?page_id=22) and

[http://www.phorcast.org.uk/document\\_store/1265290095\\_hNmj\\_examples\\_of\\_roles\\_in\\_the\\_six\\_areas\\_of\\_public\\_health.pdf](http://www.phorcast.org.uk/document_store/1265290095_hNmj_examples_of_roles_in_the_six_areas_of_public_health.pdf) and

[http://www.phorcast.org.uk/document\\_store/1261481559\\_knWx\\_extended\\_definitions\\_from\\_career\\_frameworks.pdf](http://www.phorcast.org.uk/document_store/1261481559_knWx_extended_definitions_from_career_frameworks.pdf)

### 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  
Biosciences

**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

**21. Other information**

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 rest of your programme handbook and the university regulations.

## Appendix 2: Curriculum Map

### Curriculum map for *[title of Programme]*

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		C1	
A2		C2	
A3		C3	
A4		C4	
A5		C5	
A6		C6	
A7		C7	
Cognitive skills		Graduate Skills	
B1		D1	
B2		D2	
B3		D3	
B4		D4	
B5		D5	
B6		D6	
B7		D7	

