

## Programme Specifications

### Programme Specification and Curriculum Map for BSc Public Health



<b>1. Programme title</b>	BSc 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>	BSc Public Health
<b>6. Year of validation</b>	2017/18
<b>Year of amendment</b>	2020-21
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full Time/Part Time

#### 9. Criteria for admission to the programme

- I. Three A levels at grade BBC with at least one in Science Edexcel BTEC Level 3 National Diploma minimum two subjects in Health and Social Care or Applied Science (DMM)
- II. Access to HE Diploma in science or social science and health (Pass with 45 credits at level 3, of which 30 must be at Distinction and 15 credits at Merit or higher)
- III. International Baccalaureate (28 points)
- IV. GCSE English and Maths with a minimum of Grade C are required
- V. Applications from mature candidates without formal qualifications are welcomed provided they can demonstrate appropriate levels of relevant ability and experience
- VI. Overseas candidates must also be competent in English to study this course. The most commonly accepted evidence of English language ability is IELTS 6.0
- VII. Entry to year 2 or year 3 of the programme – students are welcome to apply with appropriate prior qualifications. Year 2 available from 2019 and year 3 from 2020.

The programme is open to students with disabilities. Students who have a disability are welcome to contact the programme leader prior to applications to discuss any specific needs.

## 10. Aims of the programme

This programme is designed to train students as practitioners in public health providing graduates with the essential tools to work in the public and private sectors with the aim to tackle effectively major health problems at global, national, and community levels, providing advanced skills to work within key health related organisations. Graduate students will be able to use knowledge to solve problems, make judgments based on the analysis and interpretation of the information available to develop health interventions and improve the functions within the field of population health (in line with the Level 5 – Practitioner of the Career Framework).

The programme aims to:

- Provide a multi-disciplinary understanding of public health practice required to support the role of professionals at the interface of multiple disciplines
- Develop in students skills and expertise to identify the health priorities of a community and tackle health inequalities
- Enable students to design, implement and evaluate appropriate interventions
- Provide strong quantitative skills on which to base professional competence using appropriate research methods to support professional practice
- Develop in students integrated leadership skills in professional practice
- Produce graduates able to evaluate and appraise new information, review evidence and critically analyse conflicting theories and assimilate best professional practice
- Prepare students for work at postgraduate level and/or for employment in relevant fields

## 11. Programme outcomes

### A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of the:

1. scientific, applied, legislative, ethical and managerial principles applied to public health
2. dynamics and nature of health inequalities
3. main concepts used in health promotion and health protection
4. main principles used to collect, verify, analyse and interpret health and epidemiological data
5. tools used to assess effectiveness of interventions
6. risks to health and wellbeing, the role of health prevention, and risk communication
7. main aspects of how to deliver programmes to improve health of the population at individual/household/group/community/population level
8. role of communication in improving the health and wellbeing of the population

### Teaching/learning methods

Students gain knowledge and understanding through engagement with lectures (either online or in person, subject to any Covid 19 restrictions), seminars, and workshops (either online or on campus) and through lecture-led and students-led activities. In addition, on-line activities will be set to support students out-of-class engagement and learning.

Academic staff will deliver knowledge and will scaffold students independent learning within and out-of-class.

### Assessment methods

Students' knowledge and understanding is assessed by both formative and summative assessments. Assessing for learning strategy is used during formative assessment. A variety of summative assessment strategies – essay, tests/exams (either on line or on campus), presentations (either online or on campus), portfolios, coursework, case studies – are used with the aim to test students' understanding and knowledge of the subject. The dissertation will provide a comprehensive evaluation of the level of understanding of the

	technical, ethical, and critical skills.
<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. Review evidence and evaluate new information</li> <li>2. Critically analyse and apply theories and approaches relevant to public health research and practice</li> <li>3. Critically evaluate the results of scientific research, interpret data, and identify limitations</li> <li>4. Problem solve in public health</li> <li>5. Design innovative interventions in public health using a multidisciplinary approach</li> <li>6. Communicate effectively in different scenarios and with different audiences</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn cognitive skills through engagement with lectures (either online or on campus, subject to any restrictions resultant from Covid 19), seminars, workshops delivered online or on campus, and other learning activities through interaction with academic staff and peers. Students are encouraged and challenged to criticise and discuss concepts using scientific evidence.</p> <p><b>Assessment methods</b></p> <p>Students' cognitive skills are assessed within formative and summative assessments.</p>
<p><b>C. Practical skills</b></p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify, analyse and interpret health and epidemiological data</li> <li>2. Efficiently process data</li> <li>3. Design health interventions and make recommendations aimed to improve the health of the population</li> <li>4. Correctly interpret, design, and apply guidelines and protocols</li> <li>5. Design health campaigns using a variety of tools and identify better strategies for communication</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn practical skills through workshops, seminars, individually and through group works and through interaction with health practitioners during the entire cycle of study.</p> <p><b>Assessment methods</b></p> <p>Students' practical skills are assessed by presentations (either online or on campus), poster preparations, public health campaign design, essays, coursework, and exams (online or on campus)</p>
<p><b>D. 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. Effectively communicate (written and oral) through a range of different methods</li> <li>2. Effective team players</li> <li>3. Use information technology to support their learning <ol style="list-style-type: none"> <li>4. able to understand their roles as citizens and make a positive contribution</li> <li>5. demonstrating a global outlook through self and social awareness, knowledge, empathy and respect</li> </ol> </li> <li>6. Retrieve, collate and present information</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students acquire graduate skills through reading, group work, direct and indirect learning, and reflection on assessments. Team work and professional approach to problem solving.</p> <p><b>Assessment methods</b></p> <p>Students' graduate skills are assessed by presentations, group work submissions, written and oral assessments on line or on campus.</p>

drawing on a range of sources and methods.  7. Analyse data and carry out appropriate numerical calculations 8. Engage in effective learning 9. Reflect on personal and career development 10. capable of generating new ideas, cognitive flexibility, synthesis and/or entrepreneurship; 1. Ethically engaged	
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## 12. Programme structure (levels, modules, credits and progression requirements)

### 12.1 Overall structure of the programme

An undergraduate BSc honours degree is comprised of 360 credits of learning. In each year you will take 120 credits of learning and this will enable you to complete your award as a full-time student in 3 years. Part-time students normally undertake 60-90 credits of learning per year and so will complete their study in 4-6 years.

Modules are delivered as either 30 or 15 credits. 30 credit modules are normally studied over the whole academic year of 24 weeks of learning followed by an assessment period. The 15 credit modules are normally studied for 12 weeks in term 1, or 12 weeks in term 2. Some modules may be taught in blocks of learning.

Module Title	Module Code	Year	Credits
Public health science and skills	BIO1211	1	30
Physiology and anatomy	BIO1636	1	15
Public health, health promotion, and health protection	BIO1610	1	30
Principles of health stressors	BIO1655	1	30
Introduction to health economics	BIO1638	1	15
Approaches to Experimental Research	BIO2003	2	30
Surveillance and assessment methods	BIO2211	2	15
Leadership in public health	PRS2122	2	15
Health policies and interventions	BIO2635	2	30
Health and society	BIO2636	2	15
Housing in public health	PRS2107	2	15
Epidemiology	BIO3211	3	30
Communication, society, ethics and law in public health	PRS3122	3	15
Introduction in global health	BIO3635	3	15
Professional Practice Learning (delivery may be affected in light of the ongoing Covid 19 pandemic)	PRS3899	3	30

Dissertation	PRS3988	3	30
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<b>12.2 Levels and modules</b>		
Level 4 (1)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>BIO1211 (30 credits)</p> <p>BIO1636 (15 credits)</p> <p>BIO1610 (30 credits)</p> <p>BIO1655 (30 credits)</p> <p>BIO1638 (15 credits)</p>	<p>There are no optional modules.</p>	<p>All modules must be passed but a marginal failed module may be compensatable in accordance with University regulations.</p>
Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>BIO2003 (30 credits)</p> <p>BIO2211 (15 credits)</p> <p>PRS2122 (15 credits)</p> <p>BIO2635 (30 credits)</p> <p>BIO2636 (15 credits)</p> <p>PRS2107 (15 credits)</p>	<p>There are no optional modules.</p>	<p>Normally all modules must be passed but a marginal failed module may be compensatable in accordance with University regulations.</p>
Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

Students must take all of the following:  BIO3211 (30 credits)  PRS3122 (15 credits)  BIO3635 (15 credits)  PRS3899 (30 credits)  PRS3988 (30 credits)	There are no optional modules.	All modules must be passed.
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<b>12.3 Non-compensatable modules</b> (note statement in 12.2 regarding FHEQ levels)	
<b>Module level</b>	<b>Module code</b>
4	<i>BIO1211, BIO1610</i>
5	<i>BIO2003, BIO2211, BIO2635</i>
6	<i>BIO3211, PRS3988, PRS3899</i>
<b>13. Curriculum map</b> See attached.	
<b>14. Information about assessment regulations</b> The regulations for assessment are common to the University. Each module has one or more pieces of assessment. At levels 4, 5 and 6 a minimum of 40% is required on each piece of assessment to pass. At levels 4, within modules, where there is more than one component to a module assessment, a minimum of 30% is required for each component, following which the marks are aggregated and a grade given using the Middlesex University 20 point scale.  There are opportunities for re-assessment in failed components of work and specific details are given in the module handbooks. At levels 5 and 6, where a student has failed a piece of work, the mark for the resubmitted work is capped at 40%.  Students must adhere to module assessment deadlines. Where a student cannot meet the deadline because of extenuating circumstances (for example illness, accidents, bereavement, family problems), an extension can be formally requested for the consideration of the Assessment Board. This may be for 15 days or to the next assessment opportunity depending on the nature of the extenuating circumstances and the assessment. Failure to participate in assessment without good reason will result in a fail grade for the module.  In some modules, especially those with seminars, participation in the sessions is essential in order to achieve the learning for the module. Students who do not attend sufficiently may not be able to submit the relevant assessment for the module.	
<b>15. Placement opportunities, requirements and support (if applicable)</b> Students have the opportunity to take a 30 credit work experience module either as a day release in year 3 or as a block during the summer months between years 2 and 3. Students would be expected to have successfully completed year 2 before they go into a work experience module. Students can use the Placement Office to help secure relevant placements and are supported in the placement by the placement office. In light of the ongoing Covid 19 outbreak the availability of placements may be restricted particularly those in a public sector setting such as the NHS or Local Authority Public Health units. Alternative mechanisms to replicate this experiential learning	

will be utilised.

### **16. Future careers (if applicable)**

Graduate students will be able to seek employment in both the public (hospitals, research institutes, PH teams within local authorities, international organisations) and private (NGOs, insurance companies) sectors having a major role in measuring, monitoring, and reporting the health of the population, identifying the health needs of the population and the main risks factors, promote population and community health, addressing the determinants of health, provide informed advice, audit, evaluate and design services and interventions, as well as a clear knowledge of the structure and functions of public health organisations. Examples of suitable roles for graduates: public health assistant in the national health service, data health analyst, health adviser, health improvement practitioner.

### **17. Particular support for learning (if applicable)**

The University has a number of points of support for students. Academic support is provided by the Learning Enhancement Team (LET) advising students on literacy, English language and numeracy. The Disability Support Service offers support to disabled students during their time at Middlesex.

There is an on-line learning platform to provide module and programme support. In the specific module area, students can find all module materials as well as other information to support learning include video material, links to reading lists, quizzes and discussion boards.

Departmental Graduate Academic Assistants support students with their coursework and subject understanding in small group tutorials or on a 1:1 basis.

Student Learning Assistants provide peer-learning support and can help students with their work in class as well as by meeting them individually or in small groups, especially during their first year at Middlesex.

First year students will be allocated to an academic adviser.

### **18. JACS code (or other relevant coding system) B910**

### **19. Relevant QAA subject benchmark group(s)**

### **20. Reference points**

The following reference points were used in designing the programme

1. <https://www.ukphr.org/wp-content/uploads/2014/08/UKPHR-Practitioner-Standards-14.pdf>
2. The academy of Medical Science (2016). Improving the health of the public by 2040.
3. Middlesex University Regulations 2019-20
4. Middlesex University Learning, Quality and Enhancement Handbook, 2019-20
5. QAA Subject Benchmarks. Health Studies. 2016. <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects>

### **21. Other information**

- A free electronic core textbook for every module.
- Printing and photocopying required for study.
- Self-service laptops available for 24 hour loan.

The following course-related costs are not included in the fees:

- Additional books to support study;

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 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 rest of your programme handbook and the university regulations.



## Appendix 2: Curriculum Map

### Curriculum map for BSc in 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 scientific, applied, legislative, ethical and managerial principles applied to public health							C1	Identify, analyse and interpret health and epidemiological data																
A2	The dynamics and nature of health inequalities,							C2	Efficiently process data																
A3	The main concepts used in health promotion and health protection							C3	Design health interventions and make recommendations aimed to improve the health of the population																
A4	The main principles used to collect, verify, analyse and interpret health and epidemiological data							C4	Correctly interpret, design, and apply guidelines and protocols																
A5	The tools used to assess effectiveness of interventions							C5	Design health campaigns using a variety of tools and identify better strategies for communication																
A6	The risks to health and wellbeing, the role of health prevention, and risk communication							C6																	
A7	The main aspects of how to deliver programmes to improve health of the population at individuals /families /groups /communities /populations level							C7																	
A8	The role of communication in improving the health and wellbeing of the population							C8																	
Cognitive skills								Graduate Skills																	
B1	Review evidence and evaluate new information							D1	Effectively communicate through a range of different methods																
B2	Critically analyse and apply theories and approaches relevant to public health research and practice							D2	Work effectively in teams																
B3	Critically evaluate the results of scientific research, interpret data, and identify limitations							D3	Use information technology to support their learning																
B4	Problem solve in public health							D4	Retrieve, collate and present information drawing on a range of sources and methods.																
B5	Design innovative interventions in public health using a multidisciplinary approach							D5	Analyse data and carry out appropriate numerical calculations																
B6	Communicate effectively in different scenarios and with different audiences							D6	Engage in effective learning																
B7								D7	Reflect on personal and career development																
Programme outcomes																									
A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7
Highest level achieved by all graduates																									
6	6	5	6	5	6	6	6	6	6	6	6	6	6	6	6	5	6	6	6	6	6	6	6	6	6

Module Title	Module Code by Level	Programme outcomes																										
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	
Public health science and skills	BIO1211						X						X	X	X												X	X
Physiology and anatomy	BIO1636								X						X													
Public health, health promotion, and health protection	BIO1610			X			X		X				X	X				X	X									
Health stressor	BIO1655		X																									
Introduction to health economics	BIO1638				X	X																		X	X			
Approaches to Experimental Research	BIO2003				X					X	X	X					X						X	X	X			
Surveillance and assessment methods	BIO2211				X							X				X	X		X				X	X				
Leadership in public health	PRS2122	X																X			X	X						
Health policies and interventions	BIO2635			X		X		X	X		X		X	X					X	X								
Health and society	BIO2636		X					X																				
Housing in public health	PRS2107		X										X	X														
Epidemiology	BIO3211				X							X				X							X	X	X			
Communication, society, ethics, and law in public health	PRS3122	X					X		X						X					X	X	X	X					
Introduction to global health	BIO3635		X					X							X	X							X	X	X			
Professional Practice Learning	PRS3899						X	X				X		X							X	X					X	
Dissertation	PRS3988				X					X	X	X		X		X	X		X		X		X	X	X	X	X	X