Middlesex University

Programme specification

1. Programme title(s)

MSc Public Health

Target Award Title:

MSc Public Health

Exit Award Titles:

MSc Public Health, Physical Activity and Nutrition

PGCert Public Health

PGDip Public Health, Physical Activity and Nutrition

PGDip Public Health

PGDip Public Health, Physical Activity and Nutrition

2. Awarding institution

Middlesex University

3. Teaching institution

Middlesex University London

4. Length and mode of study

a) Length and mode:

Full-time (FT)	Semester 1	12 Months
Part-time (PT)	Semester 1	24 Months

b) Delivery method: On Campus/Blended Learning

5. Professional/Statutory/Regulatory body (if applicable)

N/A

6. Apprenticeship standard (if applicable):

N/A

7. Language of study

English

8. Will this be delivered as a Continuing Professional Development (CPD) programme?

No

9. Criteria for admission to the programme

A BSc degree at least 2:2 in any subject related to health that includes scientific/statistics components. All alternative/complementary medicine degrees are excluded as they don't provide a scientific curriculum. Applicants without a BSc degree but with professional experience at senior level in public health can be considered too.
For international Students: For students who did not take their BSc degree in English, IELTS both online and paper-based exams scored at >6.5 (with 6 in each component) or similar English language test. Year 12th of English is not an equivalent of current evidence of competence in English at >6.5 (with 6 in each component) in IELTS or equivalent.

Principle of fair admission

The University aims to ensure that its admissions processes are fair, open and transparent and aims to admit students who, regardless of their background, demonstrate potential to successfully complete their chosen programme of study where a suitable place exists and where entry criteria are met. The University values diversity and is committed to equality in education and students are selected on the basis of their

individual merits, abilities and aptitudes. The University ensures that the operation of admissions processes and application of entry criteria are undertaken in compliance with the Equality Act.

We take a personalised and fair approach to how we make offers. We feel it’s important that our applicants continue to aspire to achieving great results and make offers which take into account pieces of information provided to us on the application form.

This includes recognition of prior learning and experience. If you have been working, or you have other learning experience that is relevant to your programme, then we can count this towards your entry requirements and even certain modules once you start studying.

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10. Aims of the programme

The programme aims to:

•The programme aims to provide students with the skills and expertise to enable them to critically evaluate and implement practical public health solutions in the context of the environment in which the practitioner operates by building a multi-disciplinary understanding of the scientific, policy, technical and managerial skills on which to base professional public health competence and the meeting of the national standards for public health practice accompanied by an advanced critical awareness of the inter-relationship between behaviors, culture, social environmental circumstances and health
•Our graduates will benefit from new and reinforced cognitive and technical skills 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.
•We mentor our students in the development of theoretical foundations and technical skills to undertake 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, data analysis and evaluation.

11. Programme learning outcomes

Programme - Knowledge and Understanding

On completion of this programme the successful student will have a 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. Methods to collect, synthesise, analyse, visualise and evaluate public health and epidemiological data to determine and monitor spread and patterns of diseases and their determinants using standard and advanced epidemiological and surveillance tools and methods.

4. The role of behaviours, lifestyle and cognitive and emotional processes that act in the development of disease at population level.

5. The role of ethical evaluation and standards to achieve public health outcomes.

6. The principles and application of health promotion, and use of behavioural change programmes, social marketing and other tools in the promotion of public health.

7. The application of health economics, risk appraisal and quality management to the development of effective public health programmes.

8. The role and application of research within public health and a range of methods, approaches, techniques that can be applied to public health research.

9. [Pathway] The impact of Physical Activity on the health of the populations along its personal and social determinants

10. [Pathway] The theoretical foundations and interdisciplinary nature of public health nutrition, including the role of social determinants, food justice, health equity, and malnutrition across the life course.

Programme - Skills

On completion of this programme the successful student will be able to:

11. Select appropriate approaches to investigate public health needs and interventions in complex situations.

12. Identify, reflect and critically analyse ethical challenges in public health.

12. Critically appraise national, community and individual public health concerns and influences.

12. Critically analyse and appraise good practice in the management of public health and health improvement.

13. Consider and evaluate the role of partnership within and external to an organisation to effect public health improvement.

14. Critically evaluate the results of an academic investigation and be able to extract and analyse data using a range of techniques appropriate to their chosen fields.

15. Plan, undertake and synthesise research in public health and disseminate findings to benefit the population.

18. **[Pathway]** Design, undertake and evaluate a programme to promote optimal physical activity levels

19. **[Pathway]** Design, justify and communicate effective public health nutrition programme and culturally appropriate messaging

12. Learning and teaching methods

Practice-led learning is core to the program curriculum and learning and teaching strategy and hence case studies and problem-solving exercises connecting theoretical knowledge to real-world scenarios are used across modules.

Students gain knowledge and understanding through attendance at seminars, computer and wet labs, and through a variety of directed and self-directed learning activities (e.g. group projects). 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 using on-line resources and activities to support and encourage independent study and formative assessment [e.g.: quizzes, exercises sheets...].

Digital literacy is a core component of our teaching and learning methods and students are supported to secure they acquire levels of digital literacy required to boost their expertise and employment prospects using a range of technologies to build students' digital competencies and confidence [e.g.: computer labs to acquire expertise in accessing and managing public health international data, for data analysis and data visualization]

Seminars will be supported with pre- during- and post- contents and activities including key concept videos, take home activities and directed reading

Our inclusive curriculum secures our students understanding of modern public health and covers not only pressing issues affecting the health and wellbeing of general populations but also underrepresented groups.

Concepts such as human rights, social justice and equality are basic foundations of public health and professional behaviours attitudes including empathy and the need to protect physical and mental wellbeing are included in our professional code of practice and our graduates' competences.

Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours. FT 10 hours, PT 5 hours.

Approx. number of hours of independent study per week (at each level of study, as appropriate).FT 30 hours, PT 15 hours

13. Employability

a) Development of graduate competencies
b) Employability development

Development of graduate competencies
Technological agility - is integrated into the program using discipline-specific cutting-edge tools and platforms to enhance research, innovation and professional public health practice. Specifically, we introduce a range of software to students (through our research methods module) but access to and use of international and national data resources for public health intelligence are part of different modules and activities and course works.
Sustainability – the programme embraces and embeds a number of the SDG as part of its curriculum. This includes SDGs numbers 2, 3, 6, 10 and 11, THE 17 GOALS | Sustainable Development
Communication, Empathy and Inclusion - Public health emphasis on equity and social justice translates into an inclusive curriculum where attitudes and skills to effectively work with diverse communities encouraging participation, balancing different viewpoints and securing public health problems and interventions and guided by empathy, respect and inclusion are fundamental pillars of our public health graduates' professional practice. Public Health careers evolve dynamically according to the populations' health needs and the public health agenda and our programme is mapped against the Public Health Skills Knowledge Framework (PHSKF) - https://www.gov.uk/government/publications/public-health-skills-and-knowledge-framework-phskf - which is the main framework used by UK Employers to map requirements of new public health roles, templates for standard public health roles and profiles for individual roles. Mapping our programme curriculum against the PHSKF secures that our graduates' knowledge and skills will match those required by the public health job vacancies market.

Employability development
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knowledge-framework-phskf - which is the main framework used by UK employers to map requirements of new public health roles, templates for standard public health roles and profiles for individual roles. Mapping our programme curriculum against the PHSKF secures that our graduates' knowledge and skills will match those required by the public health job vacancies market.
We also arrange a seminar with the MDX employability service to support basic skills of employability in the UK which is included in the PRS4799 module.

c) Placement and work experience opportunities
N/A

d) Future careers/progression
Future Careers:

Public Health Roles are offered by Local Authorities, UKHSA and the NHS https://www.healthcareers.nhs.uk/explore-roles/public-health/roles-public-health
Those suitable for a recent MSc graduate are Health Trainer, Health Visitor, Public Health knowledge and intelligence professional and public health practitioner. For those with a nursing background NHS identifies two specific pathways for public health: occupational health nurse, school nurse and public health nurse.
The MSc also provides the foundations for those wishing to advance further and progressing to senior roles such as public health managers, public health consultants and specialists, public health academic and directors of public health.

Further Study Pathways:
•PhD in Public Health, Epidemiology, or Global Health (for those interested in research and academia)
•Specialist Training in Public Health (STPHR) in the UK (to become a consultant in public health)

14. Assessment strategy

Students' knowledge and understanding is assessed by a combination of coursework, case studies, technical reports and more designed to reflect current practice in situations likely to be experienced by students in their future practice. For instance: students produce a country epidemiological profile in the BIO4503 – Applied Epidemiology – module which is a typical task for workforce in international public health intelligence]. In the Health Promotion and Health Protection module [BIO4703] students address a series of questions designed to develop community-oriented solutions to real life problems supported by theoretical knowledge. In-class test is necessary in Public Health Policy and Economics [BIO4702] to ensure that students have retained certain key elements of knowledge and skills essential for their future professional activities.

Presentations (facilitated online or on campus) will also be used as a formative assessment with feedback given rapidly to progress learning and understanding. Students' capacity to integrate expertise, critical analysis and technical skills acquired/developed during the program, will be invested and utilised in the production of a MSc research project.

15. Programme structure

MSc Public Health

Year 1

MSc Public Health;
For PGDip Public Health: all modules but PRS4799
For PGCert Public health: BIO4704 and BIO4702

Students may progress to Dissertation before the taught credit is completed.

Year 1 Level 7 FT and PT

Code	Module Title	Credits	Type
BIO4703	Health Promotion and Health Protection 2026-27 Level 7	30	Compulsory
BIO4702	Public Health Policy and Economics 2026-27 Level 7	30	Compulsory (pass required)
BIO4704	Applied Epidemiology 2026-27 Level 7	30	Compulsory (pass required)
BIO4700	Challenges in Global Health 2026-27 Level 7	30	Compulsory
PRS4799	Research Methodology and Dissertation 2026-27 Level 7	60	Compulsory (pass required)

Year 2

Year 2 Level 7 PT

Code	Module Title	Credits	Type
BIO4702	Public Health Policy and Economics 2027-28 Level 7	30	Compulsory (pass required)
BIO4703	Health Promotion and Health Protection 2027-28 Level 7	30	Compulsory
PRS4799	Research Methodology and Dissertation 2027-28 Level 7	60	Compulsory (pass required)

MSc Public Health, Physical Activity and Nutrition

Year 1

MSc Public Health Physical Activity and Nutrition:
For PGDip Public Health Physical Activity and Nutrition: all modules but PRS4799
For PGCert Public Health: BIO4704 and BIO4702

Students may progress to Dissertation before the taught credit is completed.

Year 1 Level 7 FT and PT

Code	Module Title	Credits	Type
BIO4702	Public Health Policy and Economics 2026-27 Level 7	30	Compulsory (pass required)
BIO4706	Public Health and Physical Activity 2026-27 Level 7	15	Compulsory (pass required)
BIO4705	Public Health and Nutrition 2026-27 Level 7	15	Compulsory (pass required)
BIO4704	Applied Epidemiology 2026-27 Level 7	30	Compulsory (pass required)
BIO4700	Challenges in Global Health 2026-27 Level 7	30	Compulsory
PRS4799	Research Methodology and Dissertation 2026-27 Level 7	60	Compulsory (pass required)

Year 2

Year 2 Level 7 PT

Code	Module Title	Credits	Type
BIO4702	Public Health Policy and Economics 2027-28 Level 7	30	Compulsory (pass required)
PRS4799	Research Methodology and Dissertation 2027-28 Level 7	60	Compulsory (pass required)
BIO4706	Public Health and Physical Activity 2027-28 Level 7	15	Compulsory (pass required)
BIO4705	Public Health and Nutrition 2027-28 Level 7	15	Compulsory (pass required)

16. Progression requirements

No PSRB requirements

Undergraduate

Level 4: Students are normally expected to pass 120 credit points to progress to level 5 full-time study or level 5 part-time study. University regulations apply.

Level 5: Students are normally expected to achieve 240 credits at levels 4 & 5 to progress to level 6. University regulations apply.

Level 6: In order to graduate with an honours degree, students must have achieved 360 credit points from core modules. To graduate with an ordinary degree, 300 credit points with a minimum of 60 credit points at Level 6. University regulations apply

Postgraduate

Level 7: Students may progress to the Dissertation before the taught credit is completed.

Non-compensatory modules

- MSc Public Health: BIO4704, BIO4702, BIO4799
- MSc Public Health Physical Activity and Nutrition: BIO4704, BIO4702, BIO4706, BIO4705, BIO4799

17. Programme-specific support for learning

1.Academic Support – Access to module leaders, dissertation supervisors, and academic guidance on coursework, research, and career development.

2.Skills Development – Training in epidemiological methods, statistical software (e.g., SPSS for statistical analysis, NVivo for management of qualitative data), and systematic review techniques to enhance research and analytical skills.

3.Careers & Employability Support – MDX employability service will support students with CV writing and application preparation

4.Wellbeing & Pastoral Care – University counselling services, peer mentoring, and student support teams to promote well-being and academic success.

18. HECOS code (Hecos | HESA)
101317: Environmental and Public Health

19. Relevant QAA subject benchmarks
Public Health Skills and Knowledge Framework (PHSKF) 2016

20. University Regulations
The programme will run in line with general University Regulations. View the full Regulations: Policies | Middlesex University.

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21. Reference points
oNew Learning Framework 2024
o2031 Learning Framework. Operationalising the principles: For Postgraduate Taught Programmes. Operationalising-the-Principles-PGT.pdf
oMiddlesex University Graduate Competencies
oMiddlesex University Learning and Quality Enhancement Handbook (LQEH)
oNHS roles in public health. https://www.healthcareers.nhs.uk/explore-roles/public-health/roles-public-health
oPublic Health Register (UKPHR) https://ukphr.org/
oEU (2018). General Data Protection Regulation (GDPR)
oUN. Sustainable Development Goals. UN. Department of Economic and Social Affairs. Sustainable Development. https://sdgs.un.org/goals
oQAA Masters' Degree Characteristics Statement (2020)

21. Methods for evaluating and improving the quality and standards of learning
Refer to Middlesex Quality processes

Standard methods include:
•Operating within a School, Faculty and University framework for quality evaluation and enhancement.
•Regular monitoring of programme and module delivery.
•Continuing opportunity for feedback from students during workshops and seminars.
•Regular feedback from students through Programme Voice Groups.
•Surveys completed by students during their programme (e.g. module survey, NSS, PTES).
•Participation by staff in external curriculum related staff development programmes.
•Regular discussions in Departmental meetings.
•Annual appraisal of academic staff.
•Peer observation of teaching.
•External Examiners' moderation of summative assessments, their end of year reports and our responses to those reports.
•Annual monitoring and enhancement review process.

22. Other information
Not applicable