

## Master of Public Health Programme Specification

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|---|---|
| Academic Year:  | 2020/2021   |
| Degree Awarding Body:   | University of Bradford  |
| Final and interim award(s):   | [Framework for Higher Education Qualifications (FHEQ) level 7]<br><br>Master of Public Health<br><br>Postgraduate Diploma<br><br>Postgraduate Certificate |
| Programme duration:   | 1 year full-time, 2 years part-time   |
| QAA Subject benchmark statement(s):                                     | Not applicable  |
| Date last confirmed and/or minor modification approved by Faculty Board | January 2021  |

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

### Introduction

Public health in theory and practice entails preventing poor health and wellbeing, alongside improving and protecting the health of the public. Here, prevention is crucial in confronting the prevalence of long-term chronic conditions that now account for around 70 per cent of the total health and social care spending in England and preventative interventions that encourage and enable positive behaviour change are important components. For example, up to 80% of premature heart attacks and strokes, 75% of Type 2 diabetes, and 40% of cancers can be avoided through changing health-related behaviours (PHE 2018). In order to effectively prevent poor health, we need an approach that takes account of the whole person, social context, and wider aspects such as education, employment, social norms, values and environmental factors. This entails the adoption of a comprehensive systems approach in both theory and practice that draws on multiple behavioural and social sciences, including epidemiology, psychology, behavioural science, economics, sociology and anthropology (ibid).

In recognition of this, the MPH programme draws on an eclectic mix of stakeholder engagement and partnerships, including academics from a range of disciplines, researchers, policy makers and public health practitioners from the statutory and the voluntary sectors to illuminate in both theory and real life practice how and why public health systems need to maximise the contribution of implementation, behavioural and social sciences and skills that go beyond the traditional biomedical approach to tackle deep rooted social, economic, political and cultural phenomena.

The Master of Public Health (MPH) programme builds on a long history in and an excellent reputation for taught postgraduate training in Public Health at the University of Bradford. The Master of Public Health aims to be relevant to a range of public health professionals and researchers and to fulfil the knowledge and research training needs of those wishing to address the contemporary challenges of public health and undertake research in the public health field. The programme offers an innovative approach to learning, enabling it to meet the training needs of allied health and healthcare professionals interested in a career in public health or those seeking new skills in this area. Contemporary public health practice requires practitioners to be adaptable and flexible, with a broad experience of a range of subject areas.

Whilst the MPH programme addresses the central practice dilemma for public health today – how to address the challenges of an ageing society suffering from increasing and multiple chronic diseases in a context of standstill or diminishing resources, the programme is also aimed at developing strategic leaders with a comprehensive, analytical and critical understanding of the wider determinants of population health and well-being. The programme places implementation and behavioural science as its core drivers to enable students to develop their knowledge in human behaviour and the implications for practice. In this context there is an emphasis on leadership and strategic thinking, developed through comprehensive qualitative and quantitative research, analysis and evaluation.

Graduates will be equipped to apply relevant tools in deconstructing contemporary public health challenges towards identifying and implementing solutions. Issues such as changing health demographics, health inequalities, problems of access, quality, and continuity of care, ageing and end of life care will be addressed in both a UK and International context. It will help healthcare professionals to find creative policy solutions and implement tailored practice-interventions. Graduates will be change agents identifying ways to address health problems but also to innovate by building on community and health service assets to enhance the quality of life for millions of people in a safe, ethical and cost effective way.

The programme is tailored to the demographic and epidemiological challenges of contemporary societies, the diseases of affluence and ageing, and the marginalized and vulnerable populations in society.

## 1.1. Linking the Master of Public Health degree to Public Health Careers

Successful completion of the Master of Public Health degree can lead to many employment and career opportunities, below are some examples in the UK:

- Campaigns and Communication Officer;
- Public Health Practitioner;
- Health Promoter;
- Service Manager – Single, Homeless Prevention Service;
- Health Improvement Team Leader;
- Commissioning Support Officer;
- Public Health Intelligence Officer;
- Public Health Analyst;
- Communities and Prevention Officer;
- Community Health System Strengthening Specialist;
- Research Associate – Synthesis and Reviews;
- Research (PhD)
- Internship with Public Health England.

Internationally, the programme can support a variety of careers in public health in the context of the student's home country's public health systems.

Students are fully supported by the Universities excellent careers team as they develop their career aspirations, knowledge and skills for the full duration of their study on the MPH.

## 1.2. The University of Bradford

The University of Bradford has been named as the UK's University of the year for social inclusion 2020. This prestigious national award recognises Bradford's outstanding impact on social inclusion that ensures all student, irrespective of their background, are supported to achieve their potential to go on to achieve success.

The University, Faculty and School are also proud to lead world class research in Advanced Healthcare and Sustainable Societies. In Advanced Healthcare the University is a partner in the multi million pound Wolfson Centre for Applied Health Research, based at the Bradford Royal Infirmary (BRI), part of Bradford Teaching Hospitals NHS Foundation Trust.

The Wolfson Centre for Applied Health Research is a flagship partnership between Bradford Teaching Hospitals NHS Foundation Trust and the Universities of Bradford and Leeds, and brings together researchers from the two universities with clinicians from the Trust. The aim is to provide better health and social care for those who need it most. It hosts the Centre for Ageing, one of the UK's most successful research groups in applied health research for older people, and the National Institute for Health Research's Yorkshire & Humber Patient Safety Translational Research Centre. Its work around child

health will include the ground-breaking 'Born in Bradford' and Born in Bradford's Better Start cohorts.

The research in Sustainable Societies at the University of Bradford builds on earlier research into civil society and social movements across the globe. Bradford academics founded the Programme for a Peaceful City (PPC) in 2001 to apply research findings to real community issues. The International Centre for Participation Studies (ICPC) was established in 2004 as a research hub, bringing together community and institutional partners to share knowledge, build connections to a range of community groups and enhance the community 'voice'. Widening participation is essential in building the community's resilience when faced with external pressures and the research focus of Sustainable Societies will support growth in economic, political and relational well-being for current and future generations through innovative research and teaching and knowledge transfer embedded in the Master of Public Health programme.

Bradford is a world leading technology universities, with a strategy to integrate outstanding research, learning and business partnership programmes in applied and vocational fields of scholarship. Research and learning lie at the heart of our vision for the Digital Health Enterprise Zone (DHEZ) which is part of the £13m Digital Health Enterprise Zone partnership led by the University of Bradford and the City of Bradford Metropolitan District Council. DHEZ aims to improve the health and social care of people across the world by enabling the rapid design, adoption and diffusion of technological care innovations and indeed aims to cement the international reputation of the region as the best place in the UK to innovate in technology-enabled care, and to develop the health and care workforce of the future.

These research hubs will provide opportunities for MPH students to undertake supported empirical research projects; it also affords them the opportunity to be taught by leaders in this field. Built on this strong foundation, the Bradford MPH programme will equip students with the:

- Skills and knowledge to address public health concerns at local, national and international level.
- Ability to apply relevant theory and scientific principles to practical situations.
- Capability of meeting core-competencies in public health.

### 1.3. The Master of Public Health Team

The programme team has a wide range of expertise in the field of health and social care, which align with 2 of the 3 key University themes: Advanced Healthcare and Sustainable Societies <https://www.bradford.ac.uk/research/research-themes/> - d.en.43747 as follows:

| Name                 | Role  | Research expertise   |
|----------------------|---|--|
| Dr Dawn Clarke       | Programme leader  | Public health and social policy<br>Domestic abuse<br>State policy and provision for housing support services<br>Child protection<br>Menopause<br>Community well being<br>Pedagogical development – RLOs/ REQUALLO  |
| Dr Cyril Eshareturi  | Module leader   | Offender Health<br>Patient Safety Incidents<br>Inclusion Health/Health Marginalisation<br>Responsible Research and Innovation<br>Intersectionality, Progression and Disciplinaries in the National Health Service. |
| Dr Sahdia Parveen    | Lecturer  | Dementia care research<br>Family caregiving, patient and public involvement<br>Co production<br>Implementation science<br>Patient safety, outcomes and measurement   |
| Dr Muhammad Faisal   | Lecturer  | Clinical prediction modelling<br>Big healthcare data visualisation and analysis<br>Causal inference, statistical genomics and bioinformatics   |
| Dr Grainne Dickerson | Public Health<br>Behavioural Science<br>Expert/Lecturer | Psychology<br>Implementation science<br>Behavioural science  |

The Faculty, School and core team also has a wealth of experience in curriculum design and teaching; many of whom are Fellows of the Higher Education Academy. In addition to these core staff members, the course draws on the expertise of other academics and researchers from across the University including: Dementia, Nursing, Pharmacology, Leadership and Management, Academic Skills Advice, the Language Centre and the Careers Advice team. Expertise is also drawn upon from our external stakeholders including: public health practitioners, strategists and managers from the local authority and voluntary sector service providers. This combination of experts from academia and public health ensures the programme remains contemporaneous and reflects real world public health issues.

#### The Master of Public Health Degree

The programme is offered on a full and part-time to accommodate the needs of professionals working in industry. The programme can be studied over 12 months full time, or 2 years part time.

For graduates or holders of a relevant professional qualification, who are working or intend to work in public health, the programme provides an opportunity to gain the

academic background for leadership roles in public health. Core and optional modules are delivered by leading experts.

The award and the individual modules within the programme combine detailed study of general public health topics with a multicultural perspective and affords participants with the opportunity to experience study in a broad range of public health areas as well as offering more specialised focus of public health. The programme is an ideal preparation for individuals whose aim is to work within and/or manage public health interventions and services. The programme aims to attract students from a rich mix of cultural and academic backgrounds.

The core modules are directed specifically towards current research, topical public health issues, the science of public health and identifying and assessing needs of the population, and include the following modules: Introduction to Public Health and Health Promotion module which offers a general overview of the whole agenda, Social Policy, Public Health and Leadership, Health Needs Assessment in Practice, Epidemiology, Biostatistics and Communicable Diseases. Students will also undertake an additional optional module which can provide the ability to specialise. These modules include: Global Perspectives on Improving Quality in Healthcare, Leading Change and Service Improvement in Health and Social Care, Management of Global Pharmaceutical Supplies or Working with Communities to Improve Health. Students completing the MPH will undertake a research project for their dissertation. This can be desktop conceptual research drawing on existing qualitative and/or quantitative data or an empirical research project. This will be supported by stakeholders, experts and the core teaching team affording students the opportunity to engage with real world policies, practices and strategies whilst developing academic and research skills

## **2.1. Programme Aims**

The programme is intended to:

- Provide a critical understanding in public health theories, health promotion, epidemiology, social policy, leadership, inequalities, social determinants and research and their application to contemporary real world practice through education.
- Enable students to critically understand and incorporate a socio-economic perspective of public health, focusing on reducing inequalities in health.
- Enable students to develop skills in alignment with implementation and behavioural science, research and leadership, with a focus on improving public health and wellbeing.
- Provide optional modules to allow students a choice to specialise in one of the following: global nursing perspectives; leading change and service improvement; management of global pharmaceutical supplies or community empowerment and participation.

## **2.2. Programme Learning Outcomes**

To be eligible for the award of Postgraduate Certificate at FHEQ level 7, students will be able to:

- LO1 Effectively communicate and apply knowledge and understanding of the fundamental theories and concepts in the range of social science disciplines to public health and health promotion, including, implementation and behavioural science.
- LO2 Critically appraise the relationships between, and historical antecedents of, the principles and theories of public health, addressing the impact of inequalities and social determinants on public health and well being.

Additionally, to be eligible for the award of Postgraduate Diploma at FHEQ level 7, students will be able to:

- LO3 Critically apply knowledge and understanding of epidemiology and biostatistics to communicable diseases and other public health issues.
- LO4 Critically evaluate and undertake a health needs assessment of a population's health and well- being.
- LO5 Critically appraise the relationship between social policy, public health and effective strategic leadership.
- LO6 Critically research best evidence in health care interventions.

Additionally, to be eligible for the award of Degree of Master at FHEQ level 7, students will be able to:

- LO7 Apply skills and knowledge and understanding of research to formulate balanced conclusions and recommendations for future research and practice

## 3.0. Curriculum

### 3.1. Overview of Modules: Semester 1

#### Introduction to Public Health and Health Promotion (30 credits) Core

This module is designed to introduce the main concepts, principles and practices of public health and health promotion, key aspects of public health work at the local, national and international level, tackling health inequalities and introduce health economics. The module will prepare students with an understanding of the founding principles and practice of public health and health promotion and the key approaches and interventions in priority setting in health care decision making and cost effectiveness of public health and public health interventions.

Students will also develop their knowledge of careers within public health and their knowledge of the wider public health workforce.

#### Social Policy, Public Health and Leadership (30 credits) Core

This module will introduce the students to the concept of social policy, and the challenges it presents to managers and leaders in Public Health. The students will develop an in-depth critical understanding of the key concepts of social policy and the impact of social policy initiatives for public health policy and implications for development of effective leadership and management strategies necessary for future practice. The students will explore the impact of contemporary policies on the health and well being of specific populations and groups. The module will prepare students to have critical insight into the policy drivers employed to strengthen public health systems in different contexts.

This is a key element for entry into the public health sector, for future employment choices and will enable students to demonstrate the critical role they can play within organisations for shaping future public health policy and effective leadership strategies.

#### Research in Contemporary Public Health (40 credits) Core

The module is studied over two semesters, the assessment is divided into two parts, both of which must be completed.

The students will be able to engage with all aspects of research design including: philosophy, underpinning theories, methodologies, methods, data analysis, ethics, bias, epistemology and ontology. The students will be able to understand how to develop a research protocol in preparation for their dissertation for a Masters degree.

Students will undertake a research project that critically addresses a current public health issue. This can be desktop conceptual research drawing on existing qualitative and/or quantitative data or an empirical research project. Choices available for projects are expected to include: meta analysis, qualitative studies, mixed methods studies, systematic reviews, correlation studies.

For empirical projects ethical permission will usually be required which means selection of project topic and design in good time. Supervision and guidance will be provided accordingly.

The key skills and knowledge in this module will develop their ability to effectively communicate and undertake research; which is essential for public health practitioners, strategists, managers and academics.

### 3.2. Overview of Modules: Semester 2

#### Health Needs Assessment in Practice (20 credits) Core

Assessing health needs is a key function of public health work at the local, national and international level. The 'Health Needs Assessment' module will provide students with an understanding of the main approaches to, and methodologies for, conducting Health Needs Assessments. This module will prepare students with an understanding of the key approaches and interventions available to address unmet needs and health inequalities identified by this process.

The module will also equip students with an understanding of the key approaches and interventions available to tackle health inequalities, and as such, makes a valuable contribution to a career in public health.

#### Epidemiology, Biostatistics and Communicable Diseases (30 credits) Core

This module will introduce the students to the range of fundamental study designs in epidemiology/quantitative research of relevance to Public Health, including randomised controlled trials, cohort studies, case-control studies and ecological studies. We will also introduce some basic ideas in epistemology and philosophy of science, as a means of informing a rounded approach to the evaluation of evidence. Fundamental statistical concepts will be introduced followed by an explanation of, and hands-on experience with, common univariate/bivariate analytical methods.

In doing so, the module will equip students aiming for a career at the intersection of epidemiology and biological science, with a strong emphasis on clinical and public health medicine with the necessary skills to apply these concepts in practice.

Research in Contemporary Public Health [continued from Sem 1] (40 credits) Core The students will be able to engage with all aspects of research design including: philosophy, underpinning theories, methodologies, methods, data analysis, ethics, bias, epistemology, ontology, limitations and dissemination. The students will produce recommendations for practice, service development and future research projects.

Students will undertake a research project that critically addresses a current public health issue. This can be desktop conceptual research drawing on existing qualitative and/or quantitative data or an empirical research project. Choices available for projects are expected to include: meta analysis, qualitative studies, mixed methods studies, systematic reviews, correlation studies.

For empirical projects ethical permission will usually be required which means selection of project topic and design in good time. Supervision and guidance will be provided accordingly.

The key skills and knowledge in this module will develop their ability to understand and undertake effective research; which is essential for public health practitioners, strategists, managers and academics.

## Optional modules available in Semester 2

### Global Perspectives on Improving Quality in Healthcare (30 credits) Optional

This module offers students from diverse backgrounds the opportunity to develop the knowledge and skills of global healthcare settings to drive quality and improvement in international settings. Using a wide range of learning activities the students will define evidence based health care practice, identify areas for improvement in their specialist area and critically analyse the professional roles and responsibilities for the delivery of safe sustainable healthcare.

The module celebrates and inspires excellence in global professional healthcare in order to strengthen cultural awareness and sensitivity for sustainable development in global healthcare settings.

### Leading Change and Service Improvement in Health and Social Care (30 credits) Optional

This module will explore, how to manage the more complex behavioural and organisational issues of change and lead individuals and teams to deliver change and improvement across diverse professional, functional and hierarchical boundaries. The students will select, analyse and apply a range of quality and service improvement tools, techniques and methods to improve service quality and delivery and manage projects effectively. Using management and leadership theories students will be able to diagnose where change is needed and select and apply a range of strategies and methods for managing change successfully.

This module will help students to understand the challenges faced by public health practitioners and strategists when they have to manage change within populations and within organisations.

### Management of Global Pharmaceutical Supplies (30 credits) Optional

This module explores processes and strategies for sourcing of medicines, affordability, principles of operations, supply chain design, quality management, sustainability and risk management.

Students will also develop their knowledge and understanding of the principles of operations, supply chain and quality management, from raw materials sourcing through to the customer, including how to design and manage a sustainable supply chain and mitigate risks and emerging challenges within the pharmaceutical supply chain.

This module will also examine the design of pharmaceutical service provision; its changing role within healthcare systems based on political, economic, social, technical, legal and environmental changes.

This module will enable students to understand the contribution of quality affordable pharmaceutical supplies to the public health agenda and considers the pharmaceutical services of the future.

### Working with Communities to Improve Health (30 credits) Optional

This module explores the theory and practice of how to work with communities, looking at personal skill development as well as theory. It will give students critical public health

knowledge and insight into working with communities to explore the necessary health prevention strategies employed to improve health. This module uses case studies to examine elements of working with communities and incorporates the use of community development and engagement officers for delivery to hear lived experiences and requires students to find and share cases from their own countries.

This will help students to critically think about future prevention strategies needed to address public health issues within specific communities.

### 3.3. The Curriculum

Full time students will complete their 1 year study in the following order:

| Semester 1<br>September to January  | Semester 2<br>February to May  | Semester 3<br>May to August   |
|---|--|---|
| Introduction to Public Health and Health Promotion<br>(30 credits - core)   | Health Needs Assessment in Practice<br>(20 credits - core)                   | Continue with the research project and completion of the dissertation |
| Social Policy, Public Health and Leadership<br>(30 credits - core)          | Epidemiology, Biostatistics and Communicable Diseases<br>(30 credits – core) |   |
|   | Optional Module<br>(30 credits)  |   |
| Dissertation (40 credits – core)<br>Sem 1 submission (10% module weighting) |  |   |
| Sem 3 submission (90% module weighting)                                     |  |   |

Part time students will complete their 2-year study in the following order:

### Year 1

| FHEQ Level | Module Title  | Type: | Credits | Semester | Module Code |
|------------|---|-------|---------|----------|-------------|
| 7          | Introduction to Public Health and Health Promotion    | Core  | 30      | 1        | NUR7066-C   |
| 7          | Research in Contemporary Public Health                | Core  | 40      | 1        | NUR7070-D   |
| 7          | Epidemiology, Biostatistics and Communicable Diseases | Core  | 30      | 2        | NUR7069-C   |

### Year 2

| FHEQ Level | Module Title   | Type:    | Credits | Semester | Module Code |
|------------|--|----------|---------|----------|-------------|
| 7          | Social Policy, Public Health and Leadership                      | Core     | 30      | 1        | NUR7067-C   |
| 7          | Research in Contemporary Public Health continued.                | Core     | 40      | 2        | NUR7070-D   |
| 7          | Health Needs Assessment in Practice                              | Core     | 20      | 2        | NUR7068-B   |
| 7          | Global Perspectives on Improving Quality in Healthcare           | Optional | 30      | 2        | NUR7071-C   |
| 7          | Leading Change and Service Improvement in Health and Social Care | Optional | 30      | 2        | LEM7034-C   |
| 7          | Management of Global Pharmaceutical Supply                       | Optional | 30      | 2        | PHA7071-C   |
| 7          | Working with Communities to Improve Health                       | Optional | 30      | 2        | NUR7072-C   |

## Learning and Teaching Strategy

Whilst following this programme of study students will engage with a range of different methods of teaching, learning and assessment. To a degree, these methods will be dependent on the modules studied, however student-centred approaches to learning are a key feature of the modules and the student will be expected to take responsibility for their learning as they develop their academic skills. There are a number of approaches to module delivery and these include block attendance, study day attendance, distance learning and blended learning utilised for delivery of the modules. The aims of the teaching and learning strategies have been designed so that students will be given the opportunity to develop theoretical and experiential understanding (Programme LO's 1, 2, 3, 4), advance their knowledge and critical thinking (Programme LO's 1, 2, 3, 5, 6, 7) and to develop a range of skills appropriate to their professional field and workplace setting (Programme LO's 4, 6, 7). The modules nested within the programme offer students the opportunity to build upon the knowledge and skills that they may have acquired through previous learning experiences including those in the work place. To support this, the students will have a choice of modules in semester two giving them the opportunity to develop their personal career pathways.

The course of study will expose students to a range of different teaching, learning and assessment strategies required to achieve the learning outcomes. The teaching approaches that are used across the Faculty of Health Studies are informed by the University core values which are for teaching and learning to be: Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable.

Teaching and learning methods used during this programme are blended to include a mixture of lectures, facilitated group work and online learning. A varied and extensive range of online resources are available to help support the students with their learning and to prepare students for the formative assessments.

Research informed key lectures will deliver core content and provide students with the opportunity to acquire knowledge and in-depth critical awareness of the subject matter. It is advised that students consolidate their learning after lectures by reviewing and summarising notes made during lectures. Facilitated group work will be used to facilitate teacher/learner/ peer dialogue and inter-professional discussion and further develop and challenge conceptual understanding, demonstrate autonomy and engage in critical debate, self-reflection and critical evaluation.

The virtual Learning Environment (VLE) will be used to support the blended learning approach and to provide access to online resources, lecture notes, quizzes, on line discussion and external links to websites of interest. Directed study will provide students with the opportunity to undertake directed reading, participate in enquiry based learning, address individual learning needs, contextualise learning to the students own area of practice, reflect on practice and to develop further their own portfolio of learning, which will enhance transferable skills and knowledge related to the enhancement of critical thinking and analysis.

#### **4.1. Assessment Strategy**

Formative assessment and feedback will be provided at individual tutorials, meetings and through electronic communication to facilitate reflection and student self-assessment. Students will be encouraged to become independent and self-motivated learners. Learning will be summatively assessed against the learning outcomes and programme aims through the use of a range of different assessment techniques that may include one or more of the following approaches that will be on campus and/or online:

1. Written essay
2. Case studies
3. Computer based quizzes
4. Computer based closed book examination
5. Group discussions
6. Group presentations
7. Individual presentations
8. Group presentations

9. Undertaking a health needs assessment
10. Written project report
11. Completion of a Dissertation
12. Research protocol

The curriculum has been designed to be inclusive by giving students choice in their assessment. For each module, students are given a broad outline of the assignment, coursework, essay, or case study topic, they can choose the focus of their work and apply it to their own practice setting. Some modules also provide the opportunity for students to work in groups to apply work to their practice setting in the form of presentations.

## 4.2. Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link: <https://www.bradford.ac.uk/regulations/>

## 4.3. Qualifications

### (i) Postgraduate Certificate:

| Module Title  | Type | Credits | Semester (s) | Module Code |
|---|------|---------|--------------|-------------|
| Introduction to Public Health and Health Promotion    | Core | 30      | 1            | NUR7066-C   |
| Social Policy, Public Health and Leadership.          | Core | 30      | 1            | NUR7067-C   |
| Epidemiology, Biostatistics and Communicable Diseases | Core | 30      | 2            | NUR7069-C   |

\*Students wishing to undertake a dissertation need to undertake Research in Contemporary Public Health (Semester 1 and 2)

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed at least 60 credits from any 2 of the 3 modules listed above and achieve the award learning outcomes.

### (ii) Postgraduate Diploma:

| Module Title                                       | Type | Credits | Semester (s) | Module Code |
|--|------|---------|--------------|-------------|
| Introduction to Public Health and Health Promotion | Core | 30      | 1            | NUR7066-C   |
| Social Policy, Public Health and Leadership        | Core | 30      | 1            | NUR7067-C   |

|  |          |    |   |           |
|--|----------|----|---|-----------|
| Epidemiology, Biostatistics and Communicable Diseases            | Core     | 30 | 2 | NUR7069-C |
| Health Needs Assessment in Practice                              | Core     | 20 | 2 | NUR7068-B |
| Global Perspectives on Improving Quality in Healthcare           | Optional | 30 | 2 | NUR7071-C |
| Leading Change and Service Improvement in Health and Social Care | Optional | 30 | 2 | LEM7034-C |
| Management of Global Pharmaceutical Supply                       | Optional | 30 | 2 | PHA7071-C |
| Working with Communities to Improve Health                       | Optional | 30 | 2 | NUR7072-C |

\*Students wishing to undertake a dissertation need to undertake Research in Contemporary Public Health (Semester 1 and 2) Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes.

### (iii) Degree of Master:

| Module Title   | Type     | Credits | Semester (s) | Module Code |
|--|----------|---------|--------------|-------------|
| Introduction to Public Health and Health Promotion               | Core     | 30      | 1            | NUR7066-C   |
| Social Policy, Public Health and Leadership                      | Core     | 30      | 1            | NUR7067-C   |
| Epidemiology, Biostatistics and Communicable Diseases            | Core     | 30      | 2            | NUR7069-C   |
| Health Needs Assessment in Practice                              | Core     | 20      | 2            | NUR7068-B   |
| Research in Contemporary Public Health                           | Core     | 40      | 1, 2, 3      | NUR7070-D   |
| Global Perspectives on Improving Quality in Healthcare           | Optional | 30      | 2            | NUR7071-C   |
| Leading Change and Service Improvement in Health and Social Care | Optional | 30      | 2            | LEM7034-C   |
| Management of Global Pharmaceutical Supply                       | Optional | 30      | 2            | PHA7071-C   |
| Working with Communities to Improve Health                       | Optional | 30      | 2            | NUR7072-C   |

Students will be eligible for the award of Degree of Master if they have successfully completed at least 180 credits and achieved the award learning outcomes.

This award does not confer membership of the Faculty of Public Health.

## Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

- (i) A minimum of an upper second class (2(i) honours degree in a relevant subject or the overseas equivalent.
- (ii) Applications with a lower second class (2(ii) honours degree in a relevant subject and a minimum of two years professional public health related experience may also be considered.
- (iii) A degree level professional qualification in a relevant subject, normally with some experience in the broad field of public health will also be considered.
- (iv) For international students, English language IELTS 6.5 across all subsets.
- (v) Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

## 5.1. Recognition of Prior Learning

If applicants have prior certificated learning or professional experience that may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

### Minor Modification Schedule

| Version Number | Brief description of Modification             | Date of Approval (Faculty Board) |
|----------------|---|----------------------------------|
| 1              | Specification reformatted and made accessible | January 2021                     |