

Programme Specification

Programme title: Master of Public Health

Academic Year:	2019-20
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] Master of Public Health Postgraduate Diploma Postgraduate Certificate
Programme accredited by (if appropriate):	
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	April 2019

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

We are delighted to be able to welcome Students to the University of Bradford and to the Master of Public Health (MPH) programme, which we hope students will find exciting and challenging. The MPH programme builds on a long history in and an excellent reputation for taught post graduate training in Public Health at the University of Bradford. The MPH 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 undertaking research in the public health field. The programme offers an innovative approach to learning, enabling us 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.

This 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 MPH aims to develop strategic leaders with a comprehensive, analytical and critical understanding of the wider determinants of population health and well-being. The programme places emphasis on leadership and strategic thinking, developed through comprehensive qualitative and quantitative research, analysis and evaluation.

Graduates will be equipped to address contemporary Public Health challenges such as changing health demographics, health inequalities, problems of access, quality, and continuity of care. 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 urban societies, and the marginalized and vulnerable populations produced by these kinds of settings. The focus on infectious disease management and international health, though necessarily addressed in our curriculum, will not receive concentrated focus as it does in so many other MPH programmes in the UK.

The University and Faculty of Health have strengths in teaching and research. The University of Bradford is one of the world's leading technology universities, with a strategy to integrate outstanding research, learning and business partnership programmes in applied and vocational fields of scholarship.

This will provide excellent opportunities for MPH students in terms of research and 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 apply to 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

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 (up to 5yrs by credit accumulation). We offer a number of different pathways including: Postgraduate Certificate (PGCert), Postgraduate Diploma (PGDip) and Master of Public Health (MPH).

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, and the science of public health and identifying and assessing needs of the population. Students undertaking PG Dip and MPH awards will also undertake additional optional modules, which can provide the ability to specialise. Students completing the MPH will undertake a 60 credit dissertation, systematic review or work based project.

Programme Aims

The programme is intended to:

- Provide a grounding in public health through education and training in public health history and practice, epidemiology, and research methods.
- Enable students to understand and incorporate a socio-economic perspective of public health, focusing on reducing inequalities in health.
- Enable development of leadership within public health practice, research and policy development.
- Provide optional modules to allow students the choice of focusing on research methodologies, health promotion, social science in relation to health, management and leadership, and health policy.
- Provide a foundation for those planning to take the membership examination of the Faculty of Public Health.

Programme Learning Outcomes

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

- LO1 Apply knowledge and understanding of the fundamental theories and concepts in the range of social science disciplines to public health
- LO2 Critically appraise the relationships between, and historical antecedents of, the principles and theories of public health
- LO3 Employ a social model of public health to reduce inequalities in health

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

- LO4 Undertake a health needs assessment of population health and well-being.
- LO5 Critically evaluate current research, scholarship and application

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

- LO6 Apply skills and knowledge to become public health practitioners with the ability to lead, develop and evaluate public health projects/interventions in a multi-disciplinary environment
- LO7 Facilitate health improvement and apply health protection strategies to ensure public health and social care quality

LO8 Critically assess best evidence in health care interventions

LO9 Develop strategic leadership and collaborative working.

FHEQ Level	Module Title	Module Code	Credits	Semester (s)	Postgraduate Certificate	Postgraduate Diploma	Master of Public Health
7	Introduction to Public Health	NUR7053-B	20	1	C	C	C
7	Health Needs Assessment	NUR7050-B	20	2	C	C	C
7	Epidemiology and Biostatistics	NUR7048-B	20	2	O	C	C
7	Quality Assurance and Medicine Safety	PHA7051-B	20	1	O	O	O
7	Health Promotion in Practice	NUR7052-B	20	1	O	O	O
7	Management of Global Pharmaceutical Supply	PHA7049-B	20	2	O	O	O
7	Working with Communities to Improve Health	NUR7056-B	20	2	O	O	O
7	Preparing for a Systematic Review	NUR7055-B	20	1	-	-	C*
7	Preparing for Primary Research	RES7011-B	20	1	-	-	C#
7	Pursuing primary research <u>or</u> Pursuing a Systematic Review <u>or</u> Management Project	RES7008-E <u>or</u> RES7007-E <u>or</u> LEM7006-E	60	2	-	-	C

* Students that want to undertake a Systematic Review in the final stage must undertake this module at PGD stage

Students that want to undertake a piece of Primary Research in the final stage must undertake this module at PGD stage

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

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.

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 ELIGIBILITY TO REGISTER WITH the Faculty of Public Health

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 students 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. When devising the individual study plan, students will be informed regarding which delivery methods are utilised for which module and in which semester their chosen modules are being delivered. Students will also be informed about dates and times of compulsory attendance at the university. 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 2, 5, 8) and to develop a range of skills appropriate to their professional field and workplace setting (Programme LO's 4, 6, 7, 9). The modules and courses nested within the framework offer students the capacity to acknowledge and build upon the knowledge and skills they may have acquired through previous learning experiences including those in the work place.

The programme 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 and the Faculty of Life Sciences are informed by the University core values which are for teaching and learning to be: *Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable*. Students may experience these across their choice of modules in order to meet both the aims of the programme and their learning outcomes.

Teaching and learning methods used during this programme are through lectures, facilitated seminars and online learning and resources to help 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 seminars (discussion-based learning sessions) 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 where students are expected to learn through group interaction. The virtual Learning Environment (VLE) will be used to provide access to online resources, lecture notes 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. 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 an independent and self-motivated learner. Student learning will be assessed against the learning outcomes and programme aims through the use of a range of different assessment techniques which may include one or more of the following approaches:

1. Written essay
2. A reflective Case study
3. Computer based Multiple Choice Question examination
4. Computer based open book examination
5. Seminar Presentation
6. Poster presentation
7. Written project report
8. Completion of a Dissertation
9. Research paper/executive summary

Assessment Strategy

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.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below:

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

However, there are two exception(s) to these regulations as listed below:

1. Students must achieve 40% in all modules within the framework.
2. Automatic supplementary assessment

Additionally, any specific module requirements will be detailed in the individual Module Handbook.

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 or the overseas equivalent.
- ii. Applications with a lower second class (2(ii)) honours degree and a minimum of two years professional public health related experience may also be considered.

- iii. A degree level professional qualification in an appropriate subject, normally with some experience in the broad field of public health will also be considered.
- iv. English language IELTS 6.5
- 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.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which 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	Introduction to Research Methods to be replaced by Preparing for Primary Research as a core module and delivering this in	
2	Moving Epidemiology and Biostatistics (core module) to semester 2 to enable provision of the core research module prior to	
3	Remove the requirement for Preparing for Primary Research as a core module for all students	April 2018
4	Module choice changed to reflect what will be delivered in 2019-20. Preparing for Systematic Review replaced by Preparing for Research. Minor typographical errors and update to weblinks.	April 2019
5	The curriculum will revert back to the previous arrangement, Preparing for Research will be removed and replaced by Preparing for Systematic Review and Preparing for Primary Research.	July 2019