Course Specification

Course Summary Information		
1	**Course Title**	Master of Public Health
2	**Course Code**	PT1347
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)** (if different from point 3)	Not applicable
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	Not applicable

6	**Course Description** (Marketing text for website)
	Do you have a health-related background? Do you want to become key to tackling threats to health across the world? If you have experience and a degree in Public Health or Health Promotion, this Master of Public Health course could enhance your career prospects, enabling you to progress on to senior roles at either operational, policy or commissioning level in a wide range of areas. Public health research and practice is at the heart of tackling many of the world's current threats to health so this course provides the opportunity to develop the skills and understanding you need to become a leader and agent for change in Public Health. **What's covered in the course?** This course aims to enable you to become a leader and change agent, developing the knowledge and skills needed to work within this new multi-disciplinary public health landscape. You will advance your public health knowledge, skills and approach to teamwork, multi-agency collaboration and community partnerships throughout the modules on this course and critically evaluate strategies to improve public health outcomes. These skills are increasingly relevant for the public health workforce who may be located within a variety of settings including the local authority, the NHS, the voluntary or the private sector. You will be taught by highly experienced tutors who come from a range of disciplinary backgrounds including, research and policy, health psychology, epidemiology, sociology of health, health policy, health economics and leadership. You will also experience guest lectures from visiting relevant professionals from organisations such as Public Health England, the Faculty of Public Health, the voluntary sector and local government. This is a heavily practice-based course, with excellent links to employers in the field of public health, for example, local government, Public Health England and a variety of voluntary organisations. Your peers on the course will be from various public health backgrounds, degree topics, and cultural and national experiences. These previous experiences, along with the knowledge gained through the course, are used to inform real-world scenario discussions and enhance problem-solving abilities. Upon successful completion of this course you will have the skills and knowledge to perform a variety of public health related jobs, including:

	• Public Health intelligence analyst. • Public health practitioner • Health promotion advisor • Monitoring and Evaluation officer • Health trainer and training coordinator • Community development and community outreach worker • Health information officer • Youth worker • Drug and alcohol team and project worker • Health researcher

7	**Course Awards**		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
	Master of Public Health	7	180
7b	**Exit Awards and Credits Awarded**		
	Postgraduate Certificate Public Health Postgraduate Diploma Public Health	7 7	60 120

8	**Variation from the University Regulations**
	Not applicable

9	**Delivery Patterns**		
Mode(s) of Study	**Location(s) of Study**	**Duration of Study**	**Code(s)**
Full Time	City South	1 year	PT1347
Part Time (2 years)	City South	2 years	PT1348
PG Diploma	City South	1 year FT/ 2 year PT	PT0856/PT0310/PT0313
PG Certificate	City South	1 semester FT / 1 year PT	PT0300/PT0851/PT1095

10	**Entry Requirements**	
	Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk, or may be found by searching for the course entry profile located on the UCAS website.
	EU:	
	International:	
	Access:	

11	**Course Aims**
	1. Pursuing Excellence: To empower students to become innovative, proactive, flexible and evidence-based practitioners with an understanding of the importance of lifelong learning and development in the field of Public Health. 2. Practice-led, knowledge-applied: To enable students to build on existing knowledge; skills and experience to become a competent, effective and ethical public health practitioner by the integration and application of their learning to the National

	Occupational Standards for Public Health and the United Kingdom Public Health Register. 3. Interdisciplinary: To assist students to develop a range of transferable skills based on academic, professional and personal learning as a basis for continuing professional development in the multi-professional public health context. 4. Employability-driven: To work with our partners and stakeholders to support students in developing employability-relevant competencies in planning, implementing and evaluating public health programmes and interventions in various settings. Including public health departments, local authorities, the third sector, academic institutes, research organisations and community organisations at local, national and global level. *5.* Internationalisation: To facilitate students to gain an advanced understanding of the foundations of public health practice and its philosophical and professional dilemmas in preparation for the current challenges in public health, both nationally and internationally.

12	**Course Learning Outcomes**
1	Provide leadership within a public health role and act as a change agent in the ever-changing public health environment.
2	Utilise the skills of reflection as part of continuous personal development and to develop an ethical position about public health practice.
3	Demonstrate a range of transferable academic and professional skills appropriate to masters' level study and a career in public health. Such as communicating complex information clearly using a variety of methods, working collaboratively and managing time scales.
4	Draw on a critical understanding of the key concepts and sources of epidemiological data and its role in public health.
5	Demonstrate the relevant competencies of the National Occupational Standards for Public Health and the United Kingdom Public Health Registry in appropriate environments.
6	Integrate previous professional and academic experience with new information and developments in the practical and academic field of public health.
7	Recognise and evaluate the complex nature of diverse public health challenges, and the value of a multi-disciplinary public health response.
8	Demonstrate a critical understanding of differing perspectives and theories in public health and apply them to a variety of local, national and international health settings.
9	Explore and deconstruct public health issues and challenges in relation to wider social, political, economic and environmental processes and structures
10	To evidence how the skills, qualities, and attributes acquired from engaging in learning and research on the course has helped you to meet criteria relevant to gaining employment in the field of public health, including competencies for the United Kingdom Public Health Registry.
11	Evaluate and review global health governance and challenges for public health in an international context.
12	Critically appraise the historic and social processes which impact on the lives and collective experience of minority and diverse groups.

13	**Level Learning Outcomes**
PG Cert	Demonstrate emerging knowledge and skills in communicating complex information clearly.

	Develop skills in critically applying key public health concepts, theories or models to areas of practice.
PG Dip	Demonstrate competencies within the National Occupational Standards for Public Health and apply to own learning
	Identify a complex public health challenge and develop a critical response

14	**Course Learning, Teaching and Assessment Strategy**
	The course is set up to support continuous learning. This means that we want to support you from the beginning of your time with us at BCU through the course and eventually to having the tools to continue the life-long learning process after your time at BCU. We want to make the transition into postgraduate learning as smooth as possible. You will find that critical appraisal of ideas, practices and literature are at the forefront of study on our course. Not only do the weekly in-class and independent learning activities focus on developing these skills, we also work with the university librarians and the Centre for Academic Success to make sure that you have opportunities to expand your understanding of the differences between learning, teaching and assessment at undergraduate and postgraduate levels and are equipped to embrace study at this level. Module sessions are set up to have pre-session activities and/or reading, and post-session activities and/or reading. These introduce and summarise the learning that takes place in the classroom. The module tutors direct you to the information and activities that will act as the foundation knowledge for the discussions and activities that take place in the classroom. These are then followed up with exercises and reading to help you make sense of the information, reflecting on how it fits within your previous knowledge and experiences. Directed learning can involve video lectures, reading supported by quizzes, links to external websites, reviewing lecturer's hand-outs, guided reading for peer reading groups, student/staff online forum discussions, etc. Face-to-face or "scheduled" sessions focus on activities to help you deepen your understanding of the knowledge delivered online. We know that when you are developing understanding, you may need support to: • Move beyond memorising knowledge (e.g. Relying on definitions or descriptions); • Make sense of the knowledge provided (e.g. By applying it to practical examples or aspects of your own health and wellbeing). • Demonstrate your understanding of how 'common sense' terms are used to describe a set of ideas in health (e.g. Personal counselling) • Show that you can pinpoint the differences between ideas that overlap (e.g. Health education and behaviour change approaches) The course team are committed to a facilitative and responsive teaching style with lecturers applying appropriate methods, including small group work, whole-group discussion and the use of Moodle resources where appropriate. We have selected a range of open-ended and problem-solving learning activities because at postgraduate level we are developing skills to critically appraise complex issues. The learning that we are developing goes beyond memorization or description to development of the skills need to critically evaluate research, practice, and policy and to plan for public health innovation. We want to help you to develop these skills in written and verbal expression of ideas. **<u>Expectations of you in the learning and teaching partnership</u>** Our team believe that people – all people – have a right to health equity, supported by sustainable social and physical environments. We encourage our students to be non-judgmental of individuals as people, but to make judgments about behaviours which harm others, and about policies which

	hinder the population's health. This 'people & environment'-centred approach to promoting health feeds into our student-centred approach to teaching. As such, we expect that you will not discriminate based on race, religion, physical or intellectual disability, sexual orientation or social class. We expect that you will respect the learning environment, by actively engaging with the learning and teaching content. You are encouraged to participate in class lectures, debates and discussions so that you can take responsibility for your own learning. You and your knowledge and experiences (as well as the rest of the student group) are seen as one of the key resources to facilitate learning. You are encouraged to arrange and attend tutorials, which are offered by each lecturer involved in delivering teaching and learning within the course. In line with Birmingham City University's Principles of Learning and Teaching we expect that you will: be well prepared for assessment tasks, and take the initiative to get regular constructive feedback and feedforward; be curious, interested, inquisitive and want to find out more about your subject; and develop as an individual, with a global awareness of what it means to be a citizen of the 21st Century. You will learn via MOODLE, Blue Button, Microsoft Teams etc.

15	**Course Requirements**
15a	**Level 7:** ***In order to complete this course a student must successfully complete all the following CORE modules (totalling 160 credits + a 20 credit option module chosen from a suite of available options):***

Module Code	Module Name	Credit Value
LBR7452	Public Health Foundations	20
LBR7455	Public Health: From Health Protection to Community Development	20
LBR7456	Global Public Health: A Social Context Approach	20
LBR7457	Epidemiology, Statistics and Evaluation	20
PHE7033	Leadership and Project Management for Health and Healthcare	20
PHE7032	Research Methods of Enquiry	20
PHE7038	MPH Dissertation	40

Optional modules:

PHE7036	Public Health in Practice (Placement)	20
PHE7035	Public Health Emergency Preparedness Response	20
PHE7037	Health Data Science and Analytics	20
PHE7040	Migration and Health	20
PHE7039	Violence in Society	20
PHE7041	Settings-based Approach to Health Promotion	20

15b	Structure Diagram

Please note list of optional modules is indicative only. Students' choice will not be guaranteed for optional modules but a fair and transparent process will be adopted and shared with students.

Level 7

Full Time

The course structure will vary across cohorts. The part-time route is only available for September starters.

September cohorts will study semester one modules set out in the structure diagram in the semester one of the academic calendar; semester two modules set out in the structure diagram in the semester two of the academic calendar; and other modules set out in the structure diagram across semesters two and three of the academic calendar.

January cohorts will study semester one modules set out in the structure diagram in the semester two of the academic calendar; semester two modules set out in the structure diagram in semester three of the academic calendar; and other modules set out in the structure diagram across semesters three and one of the academic calendar.

May cohorts will mix and match, joining other cohorts for modules running in the semesters shown below and having two bespoke modules (PHE7032 and taught elements of PHE7038).

Standard Academic Calendar **SEMESTER ONE**	**Sep Cohort SEMESTER ONE** **Core** LBR7457: Epidemiology and Evaluation (20 Credits) LBR7452: Public Health Foundations (20 Credits) LBR7456: Global Public Health: A Social Context Approach (20 Credits)	**May Cohort SEMESTER TWO** **Core** LBR7457: Epidemiology and Evaluation (20 Credits) LBR7452: Public Health Foundations (20 Credits) LBR7456: Global Public Health: A Social Context Approach (20 Credits) PHE7038: MSc Dissertation	**Jan Cohort SEMESTER AYR** **Core** PHE7038: MSc Dissertation supervision (40 Credits) **Optional** Option Module (20 credits) chosen from a suite of modules including - Public Health in Practice (Placement) (20 credits)	

	PHE7032: Research Methods of Enquiry (20 Credits)	workshops (40 Credits)	- Public Health Emergency Preparedness Response (20 credits) - Health Data Science and Analytics (20 credits) - Migration and Health (20 credits) - Violence in Society (20 credits) - Settings-based Approach to Health Promotion (20 credits)	
Standard Academic Calendar **SEMESTER TWO**	**Jan Cohort SEMESTER ONE** **Core** LBR7457: Epidemiology and Evaluation (20 Credits) PHE7032: Research Methods of Enquiry (20 Credits) LBR7452: Public Health	**Sep Cohort SEMESTER TWO** **Core** LBR7455: Public Health: Health Protection to Community Development (20 Credits) PHE7033: Leadership and Project Management for Health and Healthcare (20 Credits)	**May Cohort May Cohort SEMESTER AYR** **Core** PHE7038: MSc Dissertation supervision (40 Credits) **Optional** Option Module (20 credits) chosen from a suite of modules including	**Sep Cohort SEMESTER AYR** **Core** PHE7038: MSc Dissertation workshops (40 Credits) **Optional** Option Module (20 credits) chosen from a suite of modules including - Public Health in Practice

	Foundations (20 Credits) LBR7456: Global Public Health: A Social Context Approach (20 Credits)		- Public Health in Practice (Placement) (20 credits) - Public Health Emergency Preparedness Response (20 credits) - Health Data Science and Analytics (20 credits) - Migration and Health (20 credits) - Violence in Society (20 credits) - Settings-based Approach to Health Promotion (20 credits)	(Placement) (20 credits) - Public Health Emergency Preparedness Response (20 credits) - Health Data Science and Analytics (20 credits) - Migration and Health (20 credits) - Violence in Society (20 credits) - Settings-based Approach to Health Promotion (20 credits)
Standard Academic Calendar **SEMESTER THREE**	**Jan Cohort SEMESTER TWO** **Core** LBR7455: Public Health: Health Protection to Community Development (20 Credits) PHE7033: Leadership and Project	**Jan Cohort SEMESTER AYR** **Core** PHE7038: MSc Dissertation workshops(40 Credits) **Optional** Option Module (20 credits) chosen from	**May Cohort SEMESTER ONE** **Core** LBR7455: Public Health: Health Protection to Community Development (20 Credits) PHE7033: Leadership and Project Management for Health and	**Core** PHE7038: MSc Dissertation supervision (40 Credits)

	Management for Health and Healthcare (20 Credits)	a suite of modules including - Public Health in Practice (Placement) (20 credits) - Public Health Emergency Preparedness Response (20 credits) - Health Data Science and Analytics (20 credits) - Migration and Health (20 credits) - Violence in Society (20 credits) - Settings-based Approach to Health Promotion (20 credits)	Healthcare (20 Credits) PHE7032: Research Methods of Enquiry (20 Credits)	

Part Time (2 Year Option)

Year 1

SEMESTER ONE	SEMESTER TWO/THREE
Core LBR7452: Public Health Foundations (20 Credits) LBR7456: Global Public Health: A Social Context Approach (20 Credits)	**Core** PHE7033: Leadership and Project Management for Health and Healthcare (20 Credits) LBR7455: Public Health: Health Protection to Community Development (20 Credits)

Year 2

SEMESTER ONE	SEMESTER TWO/THREE
Core LBR7457: Epidemiology and Evaluation (20 Credits) PHE7032: Research Methods and Enquiry (20 Credits)	**Core** PHE7038 (Masters (Dissertation Project) **Optional** Option Module (20 credits) chosen from a suite of modules including - Public Health in Practice (Placement) (20 credits) - Public Health Emergency Preparedness Response (20 credits) - Health Data & Analytics (20 credits) - Migration and Health - Violence in Society (20 credits) - Settings-based Approach to Health Promotion (20 credits)

16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 7

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	247
Directed Learning	252
Private Study	1301

Total Hours	1800

Balance of Assessment

Assessment Mode	Percentage
Coursework	83%
Exam	
In-Person	17%