

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Health and Social Sciences
Final award(s), title(s) and credit MSc Public Health 180 Credits (80 ECTS)	
Intermediate award(s), title(s) and credits PG Diploma Public Health 120 credits (60 ECTS) PG Cert Public Health 60 credits (30 ECTS) CPD (20 credits per unit)	
UCAS Programme Code(s) (where applicable and if known) N/A	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 101317
External reference points UK Quality Code for Higher Education (Quality Assurance Agency) with specific reference to: <ul style="list-style-type: none"> • Qualifications and Credit Frameworks (incorporating the Framework for Higher Education Qualifications) (FHEQ) • Characteristics Statements (Foundation Degrees, Masters Degrees, Doctoral Degrees) • QAA Subject Benchmark Statements • QAA Advice and Guidance: Course Design and Development JISC Digital Capabilities framework UN Sustainable Development Goals <p>In addition, the programme content is guided by other external public health bodies:</p> <ul style="list-style-type: none"> • UK Health Security Agency • UK Public Health Register • Office for Health Improvement and Disparities 	
Professional, Statutory and Regulatory Body (PSRB) links None	
Places of delivery Lansdowne Campus, Bournemouth University Online	
Mode(s) of delivery Full-time Part-time Full-time online Part-time online CPD	Language of delivery English
Typical duration PGT September start (12 month F/T) PGT September start (24-36 month P/T)	
Date of first intake September 2023	Expected start dates September 2023
Maximum student numbers N/A	Placements No

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Partner(s) None	Partnership model N/A
Date of this Programme Specification March 2023. Applicable for September 2024 cohort	
Version number 1.0-0924	
Approval, review or modification reference numbers E222326, approved 24/05/2023	
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Programme Award and Title: MSc Public Health								
Stage 1/Level 7								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Context and Scope of Public Health	Core	20		100%		30	v1.0	101317
Epidemiology and Infection	Core	20		100%		30	v1.0	101317
Exploring and Evaluating Evidence	Core	20		100%		30	v1.0	101317
Health Promotion and Partnership Working	Core	20		100%		30	v1.0	101317
Public Health Management Strategies	Core	20		100%		30	v1.0	101317
Dissertation	Core	60		100%		30	v1.0	101317
Biodiversity and Ecosystem Services	Option	20		50%	50%	Online	FST v2.0	100347/ 100450 (Balanced)
Policy-making for Public Health and Wellbeing	Option	20		50%	50%	Online	v1.0	101317
Exit qualification: <ul style="list-style-type: none"> MSc Public Health Awarded for successful completion of 6 units and a dissertation PG Dip Public Health Awarded for successful completion of 6 units PG Cert Public Health Awarded for successful completion of any 3 of 6 units CPD Credits awarded per unit 								

AIMS OF THE DOCUMENT

The aims of this document are to:

- Define the structure of the programme.
- Specify the programme award titles,
- Identify programme and level learning outcomes.
- Articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to develop and enable individuals from multi-agency and professional backgrounds to expand their academic expertise and knowledge to assist them to develop in their public health role. In addition, the programme can be accessed by graduates seeking to build a career in public health.

The primary role of this programme is to produce master's level graduates able to:

- Access, appraise, use and contribute to the development of knowledge relevant to improving the public's health including issues related to global sustainability.
- Manage and prioritise public health resources both nationally and internationally.
- Explore and enable effective partnership working within the local, regional, national and international context.
- Develop postgraduates able to build on their academic knowledge to achieve an agile and flexible approach to problem solving within the field of public health and develop effective partnerships to realise viable solutions.

It has been identified that:

“Public health needs an increasingly agile, flexible, multidisciplinary workforce that retains many current public health skills and develops new ones”
(Chappel et al., 2019 p1).

Furthermore, publications such as *Quality in Public Health: A shared responsibility* (2019) set out a framework for the public health workforce which highlights the growing range of organisations and bodies with a role to play and states:

“This framework is aimed at everyone who has a role to play in shaping and delivering policies and interventions that protect and improve health outcomes and reduce health inequalities, from national and local government, the NHS, the voluntary and community sector, industry and the wider public sector”.
(Public Health System Group, p4)

In response to these identified future needs the programme is devised to equip of the public health workforce of the future.

The Programme takes an international perspective because globally, public health practitioners need to be competent and knowledgeable in order to improve population health. This is a point recently highlighted by the establishment of a new World Health Organisation (WHO) Panel which was comprised of leading experts in economics, policy development and health, and the Panel was tasked:

“to advise on a new way forward that ensures health is at the heart of all government action and investment decisions. We must value and invest in health as our most important commodity”
(WHO 2021).

For effective public health initiatives to be developed and implemented is important not only to bring together a wide range of experts with differing professional expertise but to encourage a deeper understanding of each contributor's value to the task. The structure of the MSc Public Health aims to

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facilitate multi-professional learning and draws on specific expertise to explore local and international agendas. Furthermore, the Programme has traditionally attracted both international and home students from a wide range of disciplines and thus the programme offers a rich learning environment enhanced by students sharing and comparing their diverse experiences in an international and multi-disciplinary forum.

The current programme not only addresses the education and developmental needs of existing public health professionals but also engages with enhancing the knowledge and skills of new graduates from across a wide range of disciplines wishing to embark on a career in public health. Given the wider determinants of health, the MSc programme recognises the field of Public Health as the domain of a range of practitioners and professionals not necessarily from health care backgrounds.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The programme is delivered within the Faculty of Health and Social Sciences (FHSS) which is a thriving, innovative and expanding organisation; committed to high academic standards and practice-based learning reflecting the wider goals of Bournemouth University (BU). There is global recognition of BU as a leading institution for inspiring learning, advancing knowledge, and enriching society through the fusion of education, research and practice. At the core of Bournemouth University's approach to learning is their Fusion agenda and strategic vision as set out in BU2025 Plan. The development of the MSc Public Health Programme has been informed by these key documents and the programme is well-aligned to the key outcomes of both. For example, the unit assignments are devised in such a way as to facilitate personal learning by encouraging students to select public health topics of personal interest or that align to their area of employment. Furthermore, the Programme offers a choice between two options which allows students to explore a specific area of personal interest. An additional benefit of the option units is that one is delivered by academic staff from another Faculty, and this provides students with a cross-disciplinary perspective.

Another aspect where the Public Health Programme has delivered on strategic goals is in respect of the Fusion goal of co-creation. This has been achieved through writing collaborations with students which have resulted in a number of publications such as Uchendu, I. Hewitt-Taylor, J. Turner-Wilson, A. and Nwaksi, C. (2021) or Johnson, F., Hewitt-Taylor, J., & Norton, E. (2019). Johnson, F., Hewitt-Taylor, J., & Norton, E. (2019). Furthermore, since the programme's initial validation in 2002 the Public Health Team has developed strong partnerships with public health practitioners, locally, nationally, and internationally which further support's BU's drive for equipping students with key transferable skill to enhance their future employability.

References:

Chappel, D., Sasiak, A., Juffs, R.. and Whitehouse, P., 2019. *Fit for the Future – Public Health People Progress report 2016 to 2018*. London: Public Health England.

Johnson, F., Hewitt-Taylor, J., and Norton, E., 2019. Lived experiences of young pregnant women who smoke. *British Journal of Midwifery* 27 (7).

Public Health System Group 2019. *Quality in Public Health: A shared responsibility*. London: Public Health England.

World Health Organisation 2021. *Global experts of new WHO Council on the Economics of Health For All*. Available at <https://www.who.int/news/item/06-05-2021-global-experts-of-new-who-council-on-the-economics-of-health-for-all-announced>.

Uchendu, I., Hewitt-Taylor, J., Turner-Wilson, A., and Nwaksi, C., 2021. Knowledge, attitudes, and perceptions about cervical cancer, and the uptake of cervical cancer screening in Nigeria: An integrative review. *Scientific African*, vol 14.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for each unit considers the total time devoted to study, including the assessment workload, both formative and summative assessment alongside the taught elements. In addition, there is independent study workload in the format of lectures, seminars, preparatory work, reading, critical reflection and preparation of presentations.

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertation at Level 7 are distinct from other assessment types. For this Programme dissertation involves the submission of 6,000 words in the format of a research article (15,000 words equivalent), This format of dissertation submission aims to recognize that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, and post-graduate research students with subject specific expertise. The Public Health Team is actively engaged in research both within the UK and overseas and often draw on their findings to provide real-life experiences to illustrate theoretical concepts.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

A range of teaching and learning strategies are employed in the delivery of the programme to facilitate students' development of subject knowledge and understanding, intellectual skill, subject specific and transferable skills. The students' knowledge, understanding and intellectual skills will be acquired and enhanced through participation in lectures, seminars, discussions, presentations, engagement with blended learning, independent reading and study, tutorials with staff, critical reflection and feedback from assignment work. Subject specific skills will be acquired through all strategies described above, but in addition students may reflect on current or past experiences of public health. Furthermore, transferable skills are acquired through experiential workshops (e.g. IT and library sessions).

MSC PUBLIC HEALTH INTENDED PROGRAMME OUTCOMES (LEVEL 7)

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 The context and scope of public health, epidemiology and partnership working;</p> <p>A2 The nature of knowledge and research approaches;</p> <p>A3 Applied public health strategies;</p> <p>A4 Health promotion theory and strategy;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Micro lectures (A1 – A5); • Seminars (A1 – A5); • Micro-teaching (A1 – A5); • Directed reading (A1 – A5); • Use of the VLE (A1 – A5);

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<p>A5 The exploration of a specific public health issue.</p>	<ul style="list-style-type: none"> • Flipped Classroom (A1 – A5); • Blended Learning (A2 – A4); • Independent research (for dissertation) (A5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essays (A1, A2, A4); • Presentations (A3); • Dissertation (A5).
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p>B1 Critically review and evaluate evidence in terms of its source, reliability, validity and significance;</p> <p>B2 Synthesise information and ideas autonomously;</p> <p>B3 Select, design and carry out research/project activity that has congruence and intellectual integrity.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Micro lectures (B1 – B3); • Seminars (B1 – B3); • Directed reading (B1 – B2); • Independent research (for dissertation) (B3). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essays (B1 – B3); • Presentations (B1 – B2); • Dissertation (B3).
<p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>C1 Critically evaluate public health issues;</p> <p>C2 Apply in-depth knowledge and critically reflect on public health issues;</p> <p>C3 Critically evaluate the complexities of their own role within the context of partnership working;</p> <p>C4 Apply research skills related to an area of Public Health, in order to enhance existing knowledge or develop new approaches to existing problems.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Micro lectures (C1 – C3); • Coursework essays (C1 – C3); • Dissertation (C4); • Presentation (C1). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essays (C1 – C3); • Dissertation (C1, C2, C4).

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<p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>D1 Disseminate their learning in written, oral and visual formats;</p> <p>D2 Effectively utilise Information Technology;</p> <p>D3 Have developed and be able to apply critical evaluation skills;</p> <p>D4 Have developed self-appraisal and reflective;</p> <p>D5 Use reflective practice to define complex problems and develop creative problem-solving skills.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Seminars (D1 – D5); • Group Discussions D1 – D4); • Use of the VLE (D1 – D5); • Collaboration/Co-Creation through joint publications and presentations (D1 – D2).
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essays (D1 – D5); • Presentations (D1 – D3); • Dissertation (D1 – D5).

PG Dip INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 The context and scope of public health, epidemiology and partnership working;</p> <p>A2 The nature of knowledge and research approaches;</p> <p>A3 Applied public health strategies;</p> <p>A4 Health promotion theory and strategy.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Mirco lectures (A1 – A4); • Seminars (A1 – A4); • Micro-teaching (A1 – A4); • Directed reading (A1 – A4); • Use of the VLE (A1 – A4); • Flipped Classroom (A1 – A4); • Blended Learning (A2 – A4).
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essays (A1, A2, A4); • Presentations (A3).
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to</p>

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	demonstrate the level learning outcomes:
<p>B1 Critically review and evaluate evidence in terms of its source, reliability, validity and significance;</p> <p>B2 Synthesise information and ideas autonomously.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Micro lectures (B1 – B2); • Seminars (B1 – B2); • Directed reading (B1 – B2); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essays (B1 – B2); • Presentations (B1 – B2).
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Critically evaluate public health issues;</p> <p>C2 Apply in-depth knowledge and critically reflect on public health issues;</p> <p>C3 Critically evaluate the complexities of partnership working.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Micro lectures (C1 – C3); • Coursework essays (C1 – C3); • Presentation (C1). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essays (C1 – C3).
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Disseminate their ideas in written format, orally and visually;</p> <p>D2 Effectively utilise information technology;</p> <p>D3 Have developed and be able to apply critical evaluation skills;</p> <p>D4 Have developed self-appraisal and reflective skills.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Seminars (D1 – D4); • Group Discussions D1 – D4); • Use of the VLE (D1 – D4); • Collaboration/Co-Creation through joint publications and presentations (D1 – D2).

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	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essays (D1 – D4); • Presentations (D1 – D3).
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PG Cert INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 The context and scope of public health, epidemiology and partnership working;</p> <p>A2 The nature of knowledge and research approaches;</p> <p>A3 Applied public health strategies;</p> <p>A4 Health promotion theory and strategy.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Micro lectures (A1 – A4); • Seminars (A1 – A4); • Micro-teaching (A1 – A4); • Directed reading (A1 – A4); • Use of the VLE (A1 – A4); • Flipped Classroom (A1 – A4); • Blended Learning (A2 – A4).
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essays (A1, A2, A4); • Presentations (A3).
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 Critically review and evaluate evidence in terms of its source, reliability, validity and significance;</p> <p>B2 Synthesise information and ideas autonomously.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Micro lectures (B1 – B2); • Seminars (B1 – B2); • Directed reading (B1 – B2).
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essays (B1 – B2); • Presentations (B1 – B2).

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<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Critically evaluate public health issues;</p> <p>C2 Apply in-depth knowledge and critically reflect on public health issues;</p> <p>C3 Critically evaluate the complexities of partnership working.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Micro lectures (C1 – C3); • Coursework essays (C1 – C3); • Presentation (C1).
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essays (C1 – C3).
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Disseminate their ideas in written format, orally and visually;</p> <p>D2 Effectively utilise information technology;</p> <p>D3 Have developed and be able to apply critical evaluation skills;</p> <p>D4 Have developed self-appraisal and reflective skills.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Seminars (D1 – D4); • Group Discussions D1 – D4); • Use of the VLE (D1 – D4); • Collaboration/Co-Creation through joint publications and presentations (D1 – D2).
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework essays (D1 – D4); • Presentations (D1 – D3).

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Programme Skills Matrix

Unit		Programme Intended Learning Outcomes																
		A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5
L E V E L 7	Context and Scope of Public Health	x		x	x		x			x		x		x	x	x		
	Exploring and Evaluating Evidence		x			x	x	x	x		x		x	x		x	x	x
	Epidemiology and Infection	x	x				x			x		x		x	x	x		x
	Health Promotion and Partnership Working	x		x	x					x	x	x		x	x	x	x	
	Public Health Management Strategies			x							x							x
	Policy-making for Public Health and Wellbeing	x		x		x	x	x		x	x	x		x	x	x		x
	Biodiversity and Ecosystem Services	x		x		x		x		x	x			x	x	x		
	Dissertation		x			x	x	x	x	x	x	x	x	x	x	x	x	x

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Admission Regulations with the following exceptions: Applicants whose mother tongue is not English must offer evidence of qualifications in written and spoken English. Acceptable qualifications are: IELTS (academic) 6.5 (with a minimum of 6 in each of four categories) or direct equivalent.

PROGRESSION ROUTES

Partnership arrangements provide formally approved progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Please find information on Global Partnerships here: [Global partnerships | Bournemouth University](#).

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Assessment Regulations which can be found here: <https://www.bournemouth.ac.uk/students/help-advice/important-information>.