

Programme Specification for Postgraduate Programme Leading to: MSc Global Public Health and Social Justice (online)

Applicable for all postgraduate students starting 2021/22

Version No.	Date	Notes – QUALITY ASSURANCE USE ONLY	QA
v1	May 21	2021/22 version of programme spec created with no changes	BT

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home College/Department/Division	College of Health, Medicine and Life Sciences, Department of Health Sciences, Division of Global Public Health
4. Contributing College/Department/Division/ Associated Institution	None
5. Programme accredited by	None
6. Final award(s) and FHEQ Level of Award	MSc Global Public Health and Social Justice FHEQ level 7
7. Programme title	Global Public Health and Social Justice (online)
8. Programme type (single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	MSc: 1 year (12 months) full-time 2 years (24 months) part-time
10. Maximum period of registration for each mode of study	Normal or standard duration plus 2 years
11. Variation(s) to September start	Jan, May, Sept
12. Modes of study	Full time, Part time
13. Modes of delivery	Online
14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Certificate in Public Health FHEQ Level 7 Postgraduate Diploma in Global Public Health and Social Justice FHEQ Level 7
15. UCAS Code	N/A
16. HECOS Code	100473 (health studies): 50% 101317 (environmental and public health): 50%
17. Route Code	2F6HPOGPHSJ

18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	<p>UK Quality Code for Higher Education</p> <p>Public Health Skills and Career Framework (PHSCF) (2008, revised 2012/13)</p> <p>ComP HP Professional Standards for Health Promotion outlined by the International Union for Health Promotion and Education (2011)</p> <p>Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page.</p>
19. Admission Requirements	<p>Details of PGT entry requirements are provided on the University's and College website.</p> <p>Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.</p> <p>Minimum of 2:2 Honours degree or equivalent internationally recognised qualification such as health promotion, public health, allied health, health related studies, social sciences, biosciences, medicine</p> <p>English language: IELTS: 6.5 (min 6 in all areas) Pearson: 59 (51 in all subscores) BrunELT 65% (60% in all areas)</p>
20. Other relevant information (e.g. study abroad, additional information on placements)	Online platform for teaching/learning
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	None
22. Further information about the programme is available from the College website.	Link TBC - programme information on the College website

23. EDUCATIONAL AIMS OF THE PROGRAMME

The overall aim of the MSc Global Public Health and Social Justice (online) is for students to gain advanced skills, principles and knowledge for a public health career (e.g. health services, government, non-profit sector, research, intervention design). Students will develop a critical and multidisciplinary approach to the complexities of global public health and health inequality. The programme reflects the multidisciplinary nature of global public health and includes social justice and health, leadership and change for global health, epidemiology, health economics, health policy, health and society, as well as advanced academic and research skills. A key feature of the programme is to promote active learning and a research led approach to global public health and provides students with an opportunity to conduct their own piece of empirical research on an area of health inequality. The programme is suitable for students from clinical and non-clinical backgrounds.

Drawing on material taught across different elements and assessed in a variety of ways, this programme aims to:

- Investigate the scope and nature of contemporary public health at the global level, focusing on its development, current priorities and future challenges
- Build knowledge, skills, and competence to design global public health strategies to real world health problems
- Explore the major determinants of health and explore ways to promote public health that address social and economic inequalities, are culturally sensitive, and promote values of social justice
- Build knowledge and skills in reflective practice, research, communication, transferable skills and working in online groups

- Build competence in critically evaluating and communicating research evidence
- Explore multidisciplinary approaches to elicit change in the context of global public health
- Examine ethical, political, societal and cultural dilemmas that arise in global public health
- Provide the opportunity to conduct an empirical research project on a contemporary global public health issue related to inequality

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
7	K, C	Demonstrate knowledge and critical understanding of principles, concepts, and theories around various disciplinary inputs to global public health.				HH5626 HH5621 HH5622 HH5625 GPHSJ73
7	K, C	To effectively synthesise and evaluate public health related information drawn from a wide range of sources				HH5626 HH5628 HH5625 HH5644
7	K, C	Demonstrate critical understanding of issues around translating and/or linking evidence / research to practice and policy				HH5625 GPHSJ73
7	K, C	Demonstrate critical understanding of leadership theory and apply to global public health contexts				HH5644 GPHSJ73
7	K, C, S	Demonstrate cultural and ethical sensitivity in the context of public health				HH5628 HH5625 HH5626 HH5644 GPHSJ73
7	K, C, S	Design qualitative and quantitative research and analyses in the context of global public health issues				HH5621 HH5624 HH5629
7	K, S	Effectively communicate issues in global public health via written and visual formats to various stakeholders				HH5626 HH5621 HH5622 HH5625 HH5644 HH5629
7	K, C, S	Design a proposal to examine and improve an area of health inequality				GPHSJ73 HH5624
7	K, C, S	Plan, develop and deliver a dissertation relevant to an area of inequality in global public health	GPJSH70			GPJSH70

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

The programme adopts learning and teaching strategies that promote independent learning on a digital learning platform. Students are expected to take responsibility for identifying their learning needs and accessing appropriate learning resources online. The development of transferable and employability skills are embedded within the programme.

All modular blocks will be delivered via a digital platform. A combination of online texts, videos, interactive activities including discussion/chat and quizzes with personal study expected throughout. Typically, online texts and videos set out the key context, which provide underpinning theory, identify issues of debate and point to further evidence, resources and critical debate. Online discussions/chats are structured to facilitate discussion, explore further learning and promote critical thinking, including sound, evidence-based reasoning, appropriate to enable achievement of Masters level academic outcomes.

The student is expected to increasingly become self-directed in researching topics. This combination ensures that learning requires active engagement from the student and has a high experiential component, and that theory is clearly linked in a relevant and meaningful way to learning goals. Reflective learning is recognised as important to the development of understanding, and the significance of linking theory to policy and practice is central. The programme incorporates online teaching and learning tools.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

The assessment strategy aims to promote meaningful learning at MSc level. A variety of assessment modes are employed, such as case studies, essays, critical appraisal of published studies, written examinations and a research dissertation. Assessment techniques match the intended learning outcomes. At the start of the programme the students are provided with the assessment schedule including assessment and feedback dates. Each assessment is explained clearly to students; in the programme handbook on the digital learning portal. The assessments draw from learning and teaching across all modular blocks. These assessments are timed at the end of each module.

Each formative and summative assessment provides students with opportunities for feedback to help develop and support their learning. Students also receive ongoing feedback through all teaching and learning opportunities in the discussion/chat and quizzes delivered on digital learning platform. As part of this process on the digital platform, students are encouraged to evaluate work of peers and provide formative feedback. The assessments are designed so that students can demonstrate their developing abilities throughout the programme.

The student handbook details the assessment process, relevant regulations and advice.

- Essays and written assignments, reflecting and demonstrating academic skills in written presentation of ideas and arguments, following academic guidelines
- Public health policy brief design, and real-life case proposal to implement a global organisational and strategic change
- 3000-5000 word journal-style manuscript based on a research project

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either

compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

FHEQ Level 7	
Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
None	None
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
None	None

Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
<p>HH5626 Global Public Health 15 credits</p> <p>HH5621 Epidemiology 15 credits</p> <p>HH5644 Leadership and Change for Global Health 15 credits</p> <p>HH5628 Health and Society 15 credits</p> <p>HH5622 Health Economics 15 credits</p> <p>HH5625 Health Policy, Politics and Social Justice 15 credits</p> <p>HH5643 Social Justice and Health 15 credits</p> <p>HH5624 Research Methods 15 credits</p> <p>HH5629 Research Project (the Dissertation) Core: Block 60 credits</p> <p>Part time structure Year 1: 6 modules (90 credits) Year 2: remaining 2 modules (30 credits) and HH5629 Research Project (60 credits)</p>	<p>None</p>
<p>FHEQ Level 7 Progression and Award Requirements</p>	
<p>As per Senate Regulation 3</p> <p>PGDip may not be awarded by substitution of the dissertation (HH5629) for modular/assessment blocks in the taught part of the programme.</p>	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.