

Programme Specification for Postgraduate Programme Leading to: MSc Public Health and Behaviour Change (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 |
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| Postgraduate Taught Programme | |
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| 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 Public Health and Behaviour Change FHEQ level 7 |
| 7. Programme title | Public Health and Behaviour Change (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 Public Health and Behaviour Change FHEQ Level 7 |
| 15. UCAS Code | N/A |
| 16. HECOS Code | 100473 (health studies): 50% 101317 (environmental and public health): 50% |
| 17. Route Code | 1K79POPHBC |
| 18. Relevant subject benchmark statements and other external and | UK Quality Code for Higher Education |

V1.7 Maintained by Quality Assurance. Owned by UEC

Location: <https://intra.brunel.ac.uk/s/QSO/Team/Programmes/Templates and Proformas/Programme Specification Templates>

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| internal reference points used to inform programme design | <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>British Psychological Society's Standards for the accreditation of Masters & Doctoral programmes in health psychology for behaviour-change related teaching guidance</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, psychology, 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 Master Public Health and Behaviour Change (online) is for students to gain advanced skills, principles and knowledge for a career in public health and health behaviour change (e.g. health services, local and national government, non-profit sector, research, industry, intervention design).

Students will develop a critical and multidisciplinary approach on behaviour change intervention development theory and how to understand public health from a behavioural perspective. The programme reflects the multidisciplinary nature of both public health and behaviour change, including theories and perspectives from psychology, sociology, organisational leadership and advanced academic and research skills. This programme encourages active learning and a research-focused approach to public health, providing students with an opportunity to conduct their own empirical research on health behaviour change. 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:

- Build knowledge, skills, and competence to design behaviour change interventions to improve real-world public health problems
- Explore the major behavioural determinants of health and explore ways to promote public health that address social and economic inequalities

- Understand and critically evaluate multidisciplinary theories of health behaviour change
- Experience designing a public health behaviour change intervention guided by intervention design protocols and theory
- Investigate the scope and nature of contemporary public health at local, national and global levels, focusing on its development, current priorities and future challenges
- 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
- Examine ethical, political, societal and cultural dilemmas that arise in public health
- Explore leadership theory and apply to public health contexts
- Provide the opportunity to conduct an empirical research project on health behaviour change for a contemporary public health issue

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 multidisciplinary theories around health behaviour change. | | | | HH5645 HH5646 HH5642 |
| 7 | K, C | Demonstrate knowledge and critical understanding of principles, concepts, and multidisciplinary theories around public health. | | | | HH5646 HH5621 HH5626 HH5628 |
| 7 | K, C | Effectively synthesise and evaluate health behaviour change evidence drawn from a wide range of sources. | | | | HH5645 HH5621 HH5624 HH5642 |
| 7 | K, C | Demonstrate critical understanding of issues around translating and/or linking evidence / research to practice and policy. | | | | HH5626 HH5628 HH5642 |
| 7 | K, C | Demonstrate critical understanding of leadership theory and apply to public health contexts. | | | | HH5641 HH5642 |
| 7 | K, C, S | Design qualitative and quantitative research and analyses in the context of health behaviour change. | | | | HH5624 HH5642 HH5639 |
| 7 | K, C, S | Demonstrate cultural and ethical sensitivity in the context of public health. | | | | HH5646 HH5626 HH5628 HH5641 |
| 7 | K, S | Effectively communicate issues in health behaviour | | | | HH5645 HH5646 |

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| | | change and public health via written and visual formats. | | | | HH5621 HH5624 HH5626 HH5628 HH5642 HH5641 HH5639 |
| 7 | K, C, S | Design a health behaviour change intervention proposal to target an identified public health issue. | | | | HH5624 HH5642 |
| 7 | K, C, S | Plan, develop and deliver a dissertation relevant to health behaviour change. | HH5639: Research Project (the Dissertation) | | | HH5639 |

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 Masters level. A variety of assessment modes are employed, such as case studies, essays, critical appraisal of published studies, research proposals and a behaviour change 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
- Health behaviour change intervention design proposal
- 3000-5000 word journal-style manuscript based on a health behaviour change 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 | |
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| 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 | |

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| HH5645 Theories of Behaviour Change 15 credits HH5646 Behavioural Medicine 15 credits HH5621 Epidemiology 15 credits HH5624 Research Methods 15 credits HH5626 Global Public Health 15 credits HH5628 Health and Society 15 credits HH5642 Behaviour Change and Intervention Design 15 credits HH5641 Public Health Leadership 15 credits HH5639 Research Project (the Dissertation) Core: Block 60 credits Part time structure Year 1: 6 modules (90 credits) Year 2: remaining 2 modules (30 credits) and HH5639 (dissertation) Research Project (60 credits) | Optional modular block codes, titles and credits None |
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| <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 (HH5639) for modular/assessment blocks in the taught part of the programme.</p> |
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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.