

Programme Specification for Postgraduate Programme Leading to: MSc Public Health and Health Promotion



Applicable for all postgraduate students starting on or after 1st September 2HH56310

Version No.	Date	Notes – QA USE ONLY	QA
1	Apr-20	2HH56310/21 version created. Part-time option reduced from 3 years to 2 years. Study and assessment block structure changed to modular blocks, all codes changed, and learning outcomes rewritten. College, Department and Division names updated	RJC
1.1	May-20	Module codes updated: 01= HH5630, 02= HH5631, 03= HH5632, 04= HH5633, 05= HH5634, 06= HH5635, 07= HH5636, 08= HH5637, 09= HH5638	WEA

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 Public Health and Health Promotion FHEQ Level 7
7. Programme title	Public Health and Health Promotion
8. Programme type (single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	12 months (FT) 2 years (PT)
10. Maximum period of registration for each mode of study	3 years (FT) 5 years (PT)
11. Variation(s) to September start	None
12. Modes of study	Full Time, Part Time
13. Modes of delivery	Standard
14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Diploma in Public Health and Health Promotion FHEQ Level 7 Postgraduate Certificate in Public Health and Health Promotion FHEQ Level 7
15. UCAS Code	N/A
16. HECoS Code	10HH563160 (Healthcare Science)
17. Route Code	B900PPUBHHP
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	<p>QAA UK Quality Code for Higher Education</p> <p>Most Recent QAA Subject Benchmark Statement: there are currently no relevant subject benchmark statements.</p> <p>Brunel 2HH56320</p> <p>Public Health Skills and Career Framework (PHSCF) (20HH5637, revised 2HH563HH5631/13)</p> <p>ComP HP Professional Standards for Health Promotion outlined by the</p>

	International Union for Health Promotion and Education (2HH56301)
19. Admission Requirements	<p>Details of PGT entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.</p> <p>Admissions to accept:</p> <ul style="list-style-type: none"> - 2:2 in Public Health, Health Promotion or 'accepted' subject - Accepted subjects: Public Health, Health Studies, Medicine, Healthcare (Nursing), Occupational Therapy, Physiotherapy, Social Sciences, Human Sciences, Sociology/Psychology, Sciences: Biology, Nutrition, Pharmacy, Social Work, Environmental Health, Sports Degrees, Social Policy, Health Education, Biosciences, Allied Health, Nursing, Midwifery, Medical Sciences, Sport Sciences, Environmental Sciences <p>Refer to the Admissions Tutor:</p> <ul style="list-style-type: none"> - 2.2 or above (subject not on accepted list) - Non-degree qualification (e.g. diploma) with 5 years relevant work experience - Below 2.2 with 2 years relevant work experience <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)	None
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.	<p>Website: http://www.brunel.ac.uk/courses/postgraduate/health-promotion-and-public-health-msc</p> <p>Email: health-studies-courses@brunel.ac.uk</p>

23. EDUCATIONAL AIMS OF THE PROGRAMME

The overall aim of the MSc in Public Health and Health Promotion is for students to gain advanced skills, principles and knowledge in public health and health promotion whilst also developing a critical and multidisciplinary approach to the complexities of public health and health promotion challenges and possibilities. The programme reflects the multidisciplinary nature of public health and health promotion and includes health policy, politics, sociology, psychology, and advanced academic and research skills. A key feature of the programme is to promote active learning and a research led approach to public health and health promotion and provides students with an opportunity to conduct their own piece of empirical research.

Aims of the programme are to:

- investigate the scope and nature of contemporary public health and health promotion at the local, national and global levels, focusing on its development, current priorities and future challenges
- explore the major determinants of health and explore ways to promote public health and health promotion 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 groups
- develop knowledge and skills in the principles of using a variety of types of evidence, including researching, analysing and evaluating health information, research and policy
- explore multidisciplinary approaches to public health and health promotion
- examine ethical, political, societal and cultural dilemmas that arise in public health and health promotion
- provide the opportunity to conduct an empirical research project on a contemporary issue associated

with public health and health promotion

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						
7	K, C, S	Demonstrate knowledge and critical understanding principles, concepts, theories various disciplinary inputs to and advanced skills around public health and health promotion of				HH5636 HH5631 HH5638 HH5632 HH5635 HH5633
7	K, C,	Discuss contemporary public health and health promotion issues/debate/research by gathering and critically synthesising public health and health promotion related information drawn from a wide range of sources				HH5636 HH5631 HH5637 HH5638 HH5632 HH5635 HH5633
7	K, C, S	Demonstrate critical understanding of issues around translating and/or linking evidence / research to practice and policy				HH5636 HH5631 HH5637 HH5638 HH5635 HH5633
7	K, C	Demonstrate knowledge and critical understanding of social, political and ethical including the context of health, determinants of health, such as, inequalities				HH5636 HH5631 HH5637 HH5638 HH5635 HH5633
7	K,C,	Understand the global and local context of public health and health promotion				HH5636 HH5631 HH5637 HH5638 HH5635 HH5633
7	K, C, S	Demonstrate cultural and ethical sensitivity in the context of public health and health promotion				HH5636 HH5631 HH5637 HH5638 HH5632 HH5635 HH5633 HH5634 HH5630
7	K, C, S	Extend understanding of and ability to analyse contemporary public health and health promotion problems and issues				HH5636 HH5631 HH5637 HH5638 HH5632 HH5635 HH5633 HH5630
7	K, S	Apply research and other				HH5631

Masters

		evidence to health promotion and public health contexts				HH5632 HH5634 HH5630
7	C, S	Reflect on learning and practice				HH5636 HH5631 HH5637 HH5638 HH5632 HH5635 HH5633 HH5634 HH5630
7	K, , S	Communicate effectively, presenting ideas in written and verbal formats				HH5636 HH5631 HH5637 HH5638 HH5632 HH5635 HH5633 HH5634 HH5630
7	S	Make effective use of IT, including online resources				HH5636 HH5631 HH5637 HH5638 HH5632 HH5635 HH5633 HH5634 HH5630
7	K, C, S	Demonstrate an understanding of different parts of the research process				HH5631 HH5632 HH5630 HH5634
7	K, C, S	Present coherent ideas and objective arguments				HH5636 HH5631 HH5637 HH5638 HH5632 HH5635 HH5633 HH5634 HH5630
7	K, C, S	Undertake an independent empirical research project to achieve consistent, proficient and sustained attainment	HH5630			HH5630

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. Students are expected to take responsibility for identifying their learning needs and accessing appropriate learning resources. The development of transferable and employability skills are embedded within the programme.

The programme draws upon other lecturers within the Department of Health Sciences, the wider university and external specialist experts. The teaching team are research active and engage in scholarly activity that informs the curriculum. There are interactions between research and teaching and learning throughout the programme.

Most study and modular blocks will be delivered via a combination of lectures, seminars, online resources, peer led learning, group activities and/or practical workshops, with personal study expected throughout. Typically, lecturers set out the key context, which provide underpinning theory, identify issues of debate and point to further evidence, resources and critical debate. Seminars 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 such as Blackboard Learn

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

The assessment strategy aims to promote meaningful learning at M level. A variety of assessment modes are employed, such as case studies, essays, presentations, 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; verbally, in the programme handbook and on the relevant Blackboard Learn site. The assessments draw from learning and teaching across all the modular blocks

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 seminars, verbally and from written feedback on formative and summative assessments. The university term structure allows for assessments to be spread across the academic year, with feedback provided within specified time periods. This phased feedback allows students to build upon prior assessment experiences by using feedback proactively, so facilitating learning. 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
- 3000-5000 word manuscript based on a research project
- Seminar presentations

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
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits HH5636 Global Public Health 15 credits HH5631 Epidemiology 15 credits HH5637 Health Promotion 15 credits HH5638 Health and Society 15 credits HH5632 Health Economics 15 credits HH5635 Health Policy, Politics and Social Justice 15 credits HH5633 Implementing Change in Public Health and Health Promotion 15 credits HH5634 Research Methods 15 credits HH5630 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 Dissertation (60 credits)	Optional modular block codes, titles and credits
FHEQ Level 7 Progression and Award Requirements As per Senate Regulation 3 PGDip may not be awarded by substitution of the dissertation (HH5630) for modular/assessment blocks in the taught part of the programme.	

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.