



Course Information Form

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	MSc Public Health
Qualification	MSc
FHEQ Level	7
Intermediate Qualification(s)	-
Awarding Institution	University of Bedfordshire
Location of Delivery	AA University Square Campus
Mode(s) of Study and Duration	Full-Time over 12 or 15 months Part-Time over 24 or 36 months
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not applicable
UCAS Course Code	Not applicable
External Benchmarking	<p>QAA Quality Code section A1 (The Framework for Higher Education Qualifications) at Level 7 (QAA, 2014) http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</p> <p>QAA Benchmark statement: BSc Health Studies (2008) http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-studies-.pdf</p> <p>FPH Public Health Specialty Training Curriculum (2015) http://www.fph.org.uk/uploads/PH%20Curriculum%202015_approved.pdf</p>
Entry Month(s)	October or February

Why study this course

This course will equip you with the skills required to develop, deliver and manage high-quality public health services for children, families and communities. It will help you gain an in-depth and critical understanding of how the research process is applied in the study of public health, how public health policy is developed and implemented in developed and developing nations, and the potential impact of global drivers of health reform on future policy. After graduation there will be a range of career opportunities open to you, including public health analyst, public health programme manager and public health specialist. The course can also act as a platform for postgraduate research (MRes/MPhil/PhD) study in public health. Students will be eligible to apply for student membership of the UK Royal Society

for Public Health (UK RSPH), and after gaining their Masters and appropriate work experience will be eligible to apply to become a Fellow of the UK RSPH.

Educational Aims

Public Health has become an increasingly significant focus of government plans worldwide, initiating developments at local, national and international levels within multiple health care settings. This course focuses on the applied principles of Public Health which are relevant to students from around the world. It is designed to develop your practical and critical public health skills, underpinned by a sound understanding of associated theories. The core content of the MSc in Public Health focuses on contemporary issues in Public Health in the UK. The curriculum is based on the principles set out in the UK Government's White Paper on Public Health - *Healthy lives, healthy people*, according to which the National Health Service should improve health and prevent disease, not just provide treatment for those who are ill. However, students are encouraged to broaden and internationalize their knowledge and understanding of by reflecting on how these core principles can also be applied within the wider global context through debates, discussions, group-work, as well as independent reading and research.

During the course you will:

- Develop a critical awareness of contemporary issues within public health and apply your knowledge to formulate appropriate evidence-based strategies to improve health.
- Understand various theoretical perspectives and how these are linked and inform public health policy and practice.
- Develop an in-depth understanding of public health policies and practices from international, national and local perspectives to support and develop evidence-based practice.

The course utilises a research informed teaching curriculum and case-studies from different parts of the world. It is aimed at both medically and non-medically qualified applicants, from Health Service and non-Health Service backgrounds, including those in primary or secondary care, nursing and professions related to medicine, health promotion, health care research, health management and anyone wishing to develop a career in public health. It has been designed to enable you to build on your existing professional knowledge and expertise in Public Health.

Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
PUB002-6	7	15	Epidemiology in public health	Core
PUB008-6	7	15	Public health protection	Core
PUB012-6	7	15	Healthcare commissioning	Core
PUB013-6	7	15	Health and social care inequalities	Core
PUB014-6	7	15	Ethical and legal issues in healthcare	Core
PUB015-6	7	15	Public health intelligence	Core
PUB016-6	7	15	Public health research methods	Core
PUB017-6	7	15	Principles, policies and issues in public health	Core
PUB010-6	7	60	Dissertation	Core

Course-Specific Regulations

Entry requirements

Standard entry requirements apply to this course. In addition, students should hold a relevant health or social care degree (grade 2:2 or higher). It is also highly desirable that candidates have some experience of working within a health (preferably in public health) or social care sector. A minimum IELTS score of 6.0 with 5.5 in each band or equivalent for EU and international applicants.

Additional Course Costs

Not applicable

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Recognise the important significance of public health and public health practice worldwide, initiate developments at both national and local level within multiple healthcare settings.
- Contribute specialist expertise in public health to improve health and prevent disease, thereby bringing lasting change in people's health status.

Course Learning Outcomes

Upon successful completion of this course, you should be able to:

- LO1. Demonstrate a critical awareness of contemporary issues within public health and apply your knowledge to formulate appropriate evidence-based strategies to improve health.
- LO2. Analyse and evaluate public health policy and practices from international, national and local perspectives to support and develop evidence-based practice.
- LO3. Demonstrate a comprehensive understanding of research methodology through designing and conducting a research project in a contemporary area of public health, and interpreting and discussing your findings
- LO4. Demonstrate a systematic understanding and critical awareness the role of leadership, economics and change in improving public health policy and practice.
- LO5. Demonstrate a critical understanding of the determinants of health and social care inequalities in public health and apply your knowledge and understanding to promote public health and reduce inequalities.
- LO6. Demonstrate a practical understanding of the concepts, theories and skills required to be an effective and efficient healthcare commissioner.
- LO7. Demonstrate a critical awareness of current ethical and legal challenges in healthcare, and an ability to reflectively engage in ethical public health practice and research.

PSRB details

Not applicable

Learning and Teaching

A comprehensive variety of approaches to teaching and learning are used to deliver a wide-ranging curriculum and support all students in developing a broad range of skills. To foster students' learning, over the duration of the course, students will be invited to attend at least two lectures delivered by external organisations, across a number of subject areas. For each unit, there will be 12, weekly, 2.5-hour face-to-face taught sessions. Your learning will also be underpinned by the University's Virtual Learning Environment (BREQ). This will be used to provide access to additional guided learning materials and many other e-learning resources.

You will be actively engaged in the learning process throughout and encouraged to take responsibility for identifying and addressing your own learning needs. Throughout the course you are also encouraged to identify and reflect on prior-professional and personal experience in relation to the core curriculum.

Transferable and enterprise skills are promoted, together with an emphasis on developing the skills to support lifelong learning.

Assessment

Each unit is designed to help you to develop your public health skills in ways which are directly relevant to your interests or workplace. The overarching course assessment strategy is designed to assist you in identifying, reflecting on and meeting your own learning needs. Furthermore, where appropriate the unit assessments provide the flexibility for you to choose to investigate a contemporary issue from the UK or another country of interest.

Each unit and assessment will provide the opportunity to develop the skills and expertise required to successfully undertake a broad range of public health roles. In order to assist in your future professional and career development, the UK Faculty of Public Health framework forms the basis of your learning and underpins your assessment.

The assessments will include

- developing an action plan;
- writing a newspaper article summarizing a complex public health issue into layman's terms;
- writing a public health and epidemiological report;
- developing a public health research proposal;
- developing a public health presentation; and
- designing a public health poster.

Each of these assessments will enable you to demonstrate the ability to critically understand and evaluate complex public health issues and communicate these effectively to a range of audiences. This strategy informs the assessment methods for each individual unit within the course and is based on Masters level descriptors and course learning outcomes.

Developing your employability

After Graduation

Graduates from this course include qualified public health leaders, public health researchers, public health practitioners, public health officers, public health policy-makers and public health managers. Consequently, this course will successfully support your ambitions for career progression within Public Health.

Additional Information

Student Support during the course

The University of Bedfordshire provides a range of central support services that students can access. This includes academic advice and support, Health and Well-being services and guidance with regards to financial matters. These are detailed within the student support area of the website at:

<http://www.beds.ac.uk/studentlife/student-support>. International students can access pre-sessional English courses that increase their preparedness for studying in the UK. Information can be found on the website at: <http://www.beds.ac.uk/international/courses/pre-sessionals>.

At course level, support will be offered through contact with the course co-ordinator and unit co-ordinators, dissertation supervisors and your own peer group. If you are experiencing difficulties with your studies in one of the units, the unit-co-ordinator will be your first point of contact. You will have also access to a personal academic tutor who will monitor and support your progress on the course and offer advice where required. The Engagement Team in Student Services is available to all students and can give you independent and confidential advice if you are having difficulties, for example if you are unwell during an assessment hand-in or exam period. If you have extenuating circumstances, such as an untimely illness, then the Mitigation Team in Student Services can provide you with extra time to complete your work or postpone an examination without penalty when the work is marked.

If you have any questions or concerns about your studies, the Public Health teaching staff are available before and after lectures for brief discussions. You can also email them to arrange longer appointments either on campus or via Skype at other times during the week.

Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	N	

Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ?	N	
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	

Administrative Information – Faculty completion	
Faculty	Health and Social Sciences
Portfolio	Public Health
Department/School	School of Healthcare Practice

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

Course Coordinator	Dr Ruth Gilbert
Trimester pattern of operation	Oct (Semester 1) and Feb (Semester 2)
PSRB renewal date (where recognised)	Not applicable
Version number	1/17
Approved by (c.f. Quality Handbook ch.2)	University Periodic Review Panel.
Date of approval (dd/mm/yyyy)	02/11/2016
Implementation start-date of this version (plus any identified end-date)	2017/2018
Study model type (e.g. study centre)	

Form completed by:

Name: Dr Krishna Regmi and Dr Ruth Gilbert

Date: 7/4/2017

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:

Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:

Jan 2017	Adoption of new CIF template	

Administrative Information – Academic Registry completion	
Route code (post approval)	MSPUHAAF MS8PHAAF
JACS / HECoS code (KIS)	
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	



Annexes to the Course Information Form

These annexes will be used as part of the approval and review process and **peer academics** are the target audience.

General course information

Course Title	<i>MSc</i>
Qualification	<i>Public health</i>
Route Code (SITS)	MSPUHAAF MS8PHAAF
Faculty	Health and Social Sciences
Department/School/Division	School of Healthcare Practice
Version Number	1/17

Unit Code	Level	Credits	Unit Name	Core or option
PUB002-6	7	15	Epidemiology in public health	Core
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PUB013-6	7	15	Health and social care inequalities	Core
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PUB015-6	7	15	Public health intelligence	Core
PUB016-6	7	15	Public health research methods	Core
PUB017-6	7	15	Principles, policies and issues in public health	Core
PUB010-6	7	60	Dissertation	Core

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	PUB002-6 (epid)	PUB008-6 (prot)	PUB012-6 (com.)	PUB013-6 (ineq)	PUB014-6(ethics)	PUB015-6(intell)	PUB016-6(resech)	PUB017-6(PPI)	PUB010-6(disser)									
Level	7	7	7	7	7	7	7	7	7									
Credits	15	15	15	15	15	15	15	15	60									
Core or option	C	C	C	C	C	C	C	C	C									
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																	
1.	LO1	LO1				LO1												
2.		LO2				LO2		LO2										
3.	LO2						LO1 and LO2		LO1 and LO2									
4.								LO1										
5.				LO1 and LO2														
6.			LO1 and LO2															
7.					LO1 and LO2													

Annex B: Named exit or target intermediate qualifications

This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information

Intermediate Qualification(s) and titles	<p><i>Specify the intermediate qualifications which are named exit or target qualifications (award types) AND what the qualification titles will be, as stated in the course information section of the associated CIF</i></p> <p><i>It is not necessary for the intermediate qualifications to have the same titles as the overall award, but the title must reflect the units taken to achieve it.</i></p>
Mode(s) of Study and Duration	<i>Indicate whether each intermediate qualification will be offered full time, part time or both, and the standard amount of time a student will take to complete each target qualification.</i>
Type of Intermediate Qualification(s)	<p><i>State whether the intermediate qualifications are named exit and/or target awards.</i></p> <p><i>Students register for target awards at the commencement of their study. Named exit awards provide an opportunity to gain a named qualification when a student fails to complete the main qualification for which they were registered or because they do not achieve the requirements of their original main qualification.</i></p>
Route Code(s) (SITS) of Intermediate Qualification(s)	

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	<i>Insert intermediate qualification and title</i>	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)		<input type="checkbox"/>

List of units (if applicable):-

Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

Intermediate qualification and title														
The Units which make up this course are: N/A					Contributing towards the learning outcomes <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>									
Unit Code	Level	Credits	Unit Name	Core or option	1	2	3	4	5	6	7	8	9	10

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title										
FHEQ Descriptor for a higher education qualification	FHEQ Level 7 (QAA, 2014) http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf	Course Learning Outcome(s)								
		1	2	3	4	5	6	7	8	9
<ul style="list-style-type: none"> a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. 		✓	✓	✓	✓	✓	✓	✓		
<ul style="list-style-type: none"> a comprehensive understanding of techniques applicable to their own research or advanced scholarship 		✓	✓	✓			✓			
<ul style="list-style-type: none"> originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline 		✓	✓	✓		✓	✓			
<ul style="list-style-type: none"> conceptual understanding that enables the student: <ul style="list-style-type: none"> - to evaluate critically current research and advanced scholarship in the discipline - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses 			✓	✓	✓		✓			
<ul style="list-style-type: none"> deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences 		✓		✓	✓	✓	✓			
<ul style="list-style-type: none"> demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level 		✓	✓	✓	✓	✓	✓			
<ul style="list-style-type: none"> continue to advance their knowledge and understanding, and to develop new skills to a high level. 		✓		✓	✓	✓	✓	✓		
<ul style="list-style-type: none"> the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable situations - the independent learning ability required for continuing professional development. 		✓	✓	✓	✓	✓	✓	✓		

Subject Benchmark Statement(s)	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>						
	1	2	3	4	5	6	7
Key Area 1. Surveillance and assessment of the population's health and well-being							
1.1 Show awareness of available data to describe the health status and determinants of a local population and compare with other populations using appropriate statistical and standardisation techniques and identify localities or groups with poor health.	✓	✓	✓		✓		
1.2 Undertake a brief health needs assessment for a defined population for a specific purpose using appropriate qualitative or quantitative methods and make recommendations for action	✓	✓	✓		✓	✓	
1.3 Use a range of methods of assessing morbidity and burden of disease within and between populations, both as ad hoc analysis and as part of systematic health surveillance	✓	✓	✓		✓		
1.4 Analyse data of populations in specific geographical areas and in particular groups of people in order to assess health status, health inequalities, determinants and different needs to support prioritisation of action	✓	✓	✓		✓		
1.5 Use a range of routine information sources and surveillance systems including, as a minimum, mortality, hospital admission, census, primary care, communicable disease, cancer registry, reproductive and sexual health data, and government surveys to support public health activity	✓	✓					
1.6 Use qualitative and ad hoc or local survey data	✓	✓	✓			✓	
1.7 Undertake a health needs assessment for a defined population for a specific purpose and demonstrate that this work has been considered at a high level in a relevant organisation	✓	✓		✓	✓	✓	
1.8 Undertake a health needs assessment for a defined population and demonstrate that this work has been considered at a high level in a relevant organisation	✓	✓		✓	✓	✓	
1.9 Quantify inequalities and inequities within and between populations in valid ways which make sense to the relevant audience/commissioner.	✓	✓			✓	✓	
Key Area 2. Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services							
2.1 Generate an appropriate question in order to assess the evidence			✓				
2.2 Use health and non-health evidence from formal research and other sources to answer a defined question, taking into account relative strengths and weaknesses of evidence used	✓	✓	✓				
2.3 Make use of others in finding and retrieving evidence (e.g. librarians, information specialists)	✓	✓	✓				
2.4 Define a literature search strategy with appropriate inclusion and exclusion criteria to find relevant evidence to answer a question	✓	✓	✓				
2.5 Clearly document methods used in finding and retrieving evidence	✓	✓	✓				
2.6 Filter and refine searches to select appropriate evidence, incorporating the hierarchy of evidence	✓	✓	✓				
2.7 Use an appropriate framework to critically appraise evidence	✓		✓			✓	
2.8 Formulate a balanced, evidence-based recommendation explaining key public health	✓	✓	✓	✓		✓	

concepts using appropriate reasoning, judgement and analytic skills in a public health setting							
2.9 Provide options for decision makers	✓	✓		✓			
2.10 Communicate recommendations orally and in writing in order to influence decisions	✓	✓	✓	✓		✓	
2.11 Find, retrieve, select and assimilate sufficient appropriate evidence to answer a question in a short space of time (ie within hours)	✓	✓	✓	✓		✓	✓
2.12 Understand the need for and be able to undertake a rapid appraisal of evidence (ie within minutes/hours not days)	✓	✓	✓				
2.13 Undertake scoring of the quality of at least one quantitative and one qualitative study and its design			✓				
2.14 Use an appropriate framework to critically appraise each of the following types of study: ecological, qualitative, aetiological, interventional, and economic.	✓	✓	✓				
2.15 Assess the evidence for proposed or existing screening programmes, using established criteria	✓	✓	✓				✓
2.16 Rapidly ascertain key public health information from a range of documents (eg briefings, policies, news reports) and use it appropriately and in relation to wider public health knowledge to communicate key public health information orally.	✓	✓	✓	✓			
2.17 Work with others to generate consensus where there is conflicting evidence or an evidence gap	✓	✓		✓			
2.18 Use evidence-based recommendations to influence decisions	✓	✓	✓	✓		✓	
2.19 Incorporate relevant legal and ethical frameworks into assessment of evidence							✓
2.20 Demonstrate a proactive approach to identifying issues where a review of evidence is likely to make a difference	✓	✓	✓				
Key Area 3. Policy and strategy development and implementation							
3.1 Display awareness of current national public health policies	✓	✓					
3.2 Recognise the need for policy work to address problems	✓	✓					
3.3 Identify the key issues which must be addressed when developing policy options	✓	✓	✓		✓	✓	✓
3.4 Propose evidence-based policy options for solving problems and develop appropriate strategy	✓	✓					
3.5 Collate and interpret information and advice from clinical/ other colleagues to inform policy or strategy	✓	✓	✓	✓			
3.6 Make appropriate changes to policy and/or strategy proposals in response to discussion with stakeholders	✓	✓	✓		✓	✓	
3.7 Develop a strategy, based on personal identification of a desired future state, to deliver change from a present unsatisfactory position.	✓	✓	✓	✓			
3.8 Develop a plan to secure the resources required to implement a strategy successfully	✓	✓	✓	✓		✓	
3.9 Overcome problems that arise when implementing a plan or strategy	✓	✓	✓	✓			
3.10 Analyse the process and outcomes of policy implementation	✓	✓	✓				
Key Area 4. Strategic leadership and collaborative working for health							
4.1 Demonstrate insight into own leadership style and personality type and preferences in	✓	✓	✓	✓	✓	✓	✓

different circumstances							
4.2 Display critical self-appraisal and reflective practice	✓	✓	✓	✓	✓	✓	✓
4.3 Use effective and appropriate leadership styles in different settings and organisational cultures taking account of the differences between elected and appointed roles	✓	✓	✓	✓	✓	✓	✓
4.4 Develop a vision and communicate that effectively to other key stakeholders	✓	✓	✓	✓	✓	✓	✓
4.5 Demonstrate appropriate presentation communication skills, including descriptions of complex issues, in typical public health settings	✓	✓	✓	✓	✓	✓	✓
4.6 Communicate the concept of risk in terms of health/ financial/ reputational and political risk	✓	✓	✓	✓	✓	✓	✓
4.7 Demonstrate appropriate listening communication skills in a typical public health setting				✓			
4.8 Manage a project to successful completion within available resources and timescales				✓			
4.9 Demonstrates effective team working in a variety of settings				✓			
4.10 Demonstrates an understanding of how to use different methods of financial management						✓	
4.11 Guide and support staff, monitor work, receive, give constructive feedback and develop staff							
4.12 Balance the needs of the individual, the team and the task				✓			
4.13 Analyse appropriately a situation or project and identify the steps required to achieve change	✓	✓	✓	✓			
4.14 Display leadership within a team and a multi-agency setting				✓		✓	
4.15 Handle uncertainty, the unexpected, challenge and moderate levels of conflict in an appropriate and sensitive manner including communicating effectively in a potentially hostile or emotive situation.				✓		✓	✓
4.16 Handle major levels of conflict in an appropriate and sensitive manner				✓			✓
4.17 Negotiate and influence in a multi-agency arena	✓	✓					
4.18 Identify and engage relevant stakeholders for a project to improve public health	✓	✓				✓	
4.19 Work in partnership with other agencies on problems of high complexity				✓			
4.20 Work collaboratively with the media to communicate effectively with the public							
Key Area 5. Health Improvement							
5.1 Debate the relative importance of individual and society decisions for health and ethical issues relating to health improvement							✓
5.2 Debate the theory of community development and action	✓	✓			✓		
5.3 Debate the strengths and weaknesses of a variety of health improvement interventions directed at large populations including social marketing	✓	✓			✓		
5.4 Assess and communicate the need for health improvement in a defined community, presenting a case for action/inaction in response to the presenting health problem	✓	✓			✓		
5.5 Develop and implement a plan to address a health improvement need in a defined community making clear the theoretical base for a proposal and developing a business case for an activity	✓	✓	✓		✓		✓
5.6 Evaluate a health improvement intervention, defending outcomes and methods chosen, identifying strengths and limitations of intervention, communicating findings and making recommendations	✓	✓	✓				

5.7 Influence a community development project or action demonstrating understanding of relationships with the community and community development staff including issues of power and politics				✓		✓	
5.8 Apply the theoretical models of behaviour change for the general population and high risk/hard to reach groups					✓	✓	
5.9 Influence professional groups outside public health in giving advice to and making brief interventions with patients/clients on health behaviour issues.				✓	✓	✓	
5.10 Play an active role in engaging the public in solving their own health problems				✓	✓	✓	
5.11 Contribute to formulation of policy/ legislation having a bearing on population health at a national or regional level (as appropriate to the country).	✓	✓					✓
5.12 Apply understanding of a range of organisations and their different cultures and perspectives to bring about effective health improvement activity	✓	✓					
5.13 Lead or make a significant contribution to a major public health media campaign demonstrating an understanding of appropriate theory and applications of social marketing and mass communication				✓	✓		
Key Area 6. Health Protection							
6.1 Identify known or potential health effects associated with a particular hazard relevant to health protection which is common in a population	✓	✓					
6.2 Characterise the hazard identified, both quantitatively and qualitatively							
6.3 Assess the degree of risk associated with exposure to a hazard commonly found in a population	✓	✓					
6.4 Integrate hazard identification, characterisation and assessment into an estimate of the adverse events likely to occur in a population, based on a hazard commonly found in that population	✓	✓			✓		
6.5 Be able to complete a risk assessment for a hazard not commonly found in a population, drawing on external expertise as appropriate	✓	✓					
6.6 Describe complex issues clearly to individuals, groups and communities	✓	✓		✓			
6.7 Meet the educational requirements for commencing supervised on call. Particular standards to be reached before commencing on call are identified in a separate document							
6.8 Meet the educational requirements for undertaking on-call as a generic consultant in public health (operating within limits of own professional competence and with the advice of a medical consultant who specialises in health protection available at all times)							
6.9 Ask appropriate questions to recognise a problem when presented with a health protection challenge	✓	✓		✓			
6.10 Interpret the answer received and recognise the need to ask for relevant advice where appropriate	✓		✓	✓			
6.11 Identify and confirm the risks and possible exposures	✓						
6.12 Describe the organisation of infection control and apply effective and appropriate procedures and policies to reduce risk	✓	✓					

6.13 Advise on and co-ordinate public health action required in the light of existing local & national policies and guidelines	✓	✓		✓			
6.14 Describe the general principles of emergency planning and managing a major incident	✓	✓		✓			
6.15 Participate in and make a significant contribution to the investigation of an incident/outbreak including preparation of final report	✓	✓		✓			
6.16 Integrate different types of data, using complex data sets, or collection of ad hoc data to draw appropriate conclusions for disease control, environmental and chemical hazards control and health improvement	✓	✓					
6.17 Lead or take a major role in the investigation and management of a significant incident, to include an outbreak, non infectious disease incident and a look back	✓	✓					
6.18 Evaluate the management of an outbreak or incident	✓	✓	✓				
6.19 Evaluate a health protection service improvement	✓						
6.20 Apply health protection principles to services relevant to health protection in particular settings and in high risk groups (eg. prisons, with asylum seekers, in dental health, port health)	✓	✓		✓	✓	✓	
6.21 Undertake a complex health protection health needs assessment	✓	✓				✓	
6.22 Understand and apply the theoretical models of behaviour change, in the context of health protection for the general population and high risk/ hard to reach groups	✓	✓			✓		
6.23 Develop and test/audit a multi agency incident control plan	✓	✓			✓	✓	
6.24 Establish or evaluate and quality assure a specific health protection surveillance system, including reporting and early warning, to meet a specified need for a defined population.				✓		✓	
6.25 Lead or make a substantial contribution to the implementation of a health protection policy or campaign	✓	✓	✓				
6.26 Show appropriate judgement on the basis of potentially incomplete/conflicting clinical information	✓	✓		✓			
6.27 Identify and intervene when a clinical risk to the health of the public is identified							
6.28 Generate hypotheses for health protection problems and test them in appropriate epidemiological studies	✓	✓					
Key Area 7. Health and Social Service Quality							
7.1 Evaluate and audit services to assure and improve quality.				✓	✓		
7.2 Design and implement data collection for a defined service question and integrates data outputs with other routinely available and relevant data	✓	✓	✓				
7.3 Critically appraise a business case or cost/budget assessment for a new service development or configuration from either a provider or commissioner perspective						✓	
7.4 Conduct a health economic or cost/budget assessment in response to a clinical priority setting question to inform commissioning						✓	
7.5 Contribute to a project using techniques of resource mapping and economic appraisal of resource redeployment, such as programme budgeting and marginal analysis						✓	
7.6 Prepare and present a service specification document which will lead to service development to a relevant committee or management group within the organisation	✓	✓		✓			

7.7 Assess an individual funding request using sound legal and ethical principles							✓
7.8 Monitor and appraise the impact of screening or other similar disease prevention programme	✓	✓					
7.9 Develop policy on cost-effective commissioning of new procedures or treatment taking into account exceptional care and legal guidelines						✓	
7.10 Apply the results of a healthcare needs assessment for a relevant local population or community leading to service development	✓	✓		✓			
7.11 Establish links with existing professional networks or set up new professional groups to direct changes in service configurations across and within different organisations and health/social care settings				✓			
7.12 Identify and deal with uncertainty in service change decision making processes				✓		✓	
7.13 Model and project the impacts of the introduction of new services, technologies and treatments				✓			
7.14 Lead an exercise in horizon scanning for new technologies and treatments which informs planning decisions	✓	✓		✓			
7.15 Carry out an appraisal of the quality and outcome of an under-performing care or provider area and report back with recommendations for action to relevant multi-disciplinary management forum	✓	✓		✓		✓	
7.16 Design and co-ordinate a multi-trust or cross organisation audit or evaluation of a clinical or service area or topic including the development and assessment of guidelines	✓	✓	✓			✓	
7.17 Set up a service review and leads change management process if needed				✓		✓	
7.18 Lead the development of outcome measures and standard setting within the context of professional networks and/or commissioning				✓		✓	
7.19 Take a lead role in setting budgetary programmes and marginal cost analysis in the context of business planning, option appraisal and disinvestment	✓			✓		✓	
7.20 Prepare a service commissioning policy and associated contractual documentation eg service level agreement, incorporating outcome measures demonstrating rationality in the local and national context	✓	✓		✓		✓	✓
7.21 Lead the assessment, project management and investigation of a clinical governance issue eg an adverse event or serious untoward incident or professional regulatory problem within or across provider organisations or within a clinical network demonstrating impact through change				✓		✓	
Key Area 8. Public Health Intelligence							
8.1 Formulate and articulate problems so they can be addressed by using public health intelligence	✓	✓					
8.2 Organise data, meta-data, information and knowledge (knowledge management including libraries)	✓	✓	✓				
8.3 Appraise the validity and relevance of data and data systems in order to assess their quality and fitness for purpose	✓	✓	✓				
8.4 Use data with a full appreciation of the legal and ethical aspects of data collection, manipulation and release (confidentiality, security, privacy and disclosure) in order to balance	✓	✓	✓				

societal benefit with individual privacy							
8.5 Present and communicate population health intelligence in effective ways in order to monitor system performance and to improve decisions of colleagues, practitioners and senior decision makers	✓	✓	✓	✓			
8.6 Present and communicate population health intelligence in effective ways in order to develop local and national policy	✓	✓					
8.7 Treat information about patients as confidential			✓				✓
8.8 Provide information needed and requested and in a way that can be understood	✓	✓		✓		✓	
8.9 Make a major contribution to systematic collecting, collating and interpreting of intelligence to inform the commissioning of health care and public health activities.	✓	✓				✓	
8.10 Establish and quality assure a specific surveillance system, including reporting and early warning, to meet a specified need for a defined population.	✓	✓				✓	
8.11 Lead the delivery and quality assurance of an intelligence unit function	✓	✓		✓			
8.12 Contribute to strategic leadership and management of a health intelligence function							
8.13 Make use of novel technologies to collect, generate, synthesise, appraise, analyse, interpret or communicate health intelligence	✓	✓	✓	✓			
Key Area 9. Academic Public Health							
9.1 Apply and interpret appropriate statistical methods			✓				
9.2 Formulate a specific public health research question	✓	✓	✓				
9.3 Interpret a meta-analysis			✓				
9.4 Define appropriate outcome measures and data requirements for specific research proposals, both quantitative and qualitative	✓	✓	✓				
9.5 Identify the resource implications of varied research strategies	✓	✓	✓				
9.6 Use one or more research methods to support work undertaken in a service or research setting, disseminating findings appropriately	✓	✓	✓	✓			
9.7 Identify the potential for misleading findings from different research methods and identify ways to avoid them			✓				✓
9.8 Draw appropriate conclusions and make recommendations from others' research			✓				
9.9 Identify research needs based on patient/population needs and in collaboration with relevant partners			✓	✓		✓	
9.10 Work within the principles of good research governance where appropriate			✓				
9.11 Help the public to be aware of and understand health issues	✓	✓					
9.12 Contribute to the education and training of other staff, medical students and colleagues.	✓	✓		✓		✓	
9.13 Develop skills and attitudes for teaching including appropriate supervision and assessment							
9.14 Supervise a junior colleague in a one-to-one project mentorship							
9.15 Conduct a group tutorial							
9.16 Develop and give a large class lecture							
9.17 Advise on the relative strengths and limitations of different research methods to address a			✓				

specific public health research question							
9.18 Design, undertake and analyse an original research project(s)			✓				
9.19 Conduct a systematic review on a defined research question			✓				
9.20 Present an accepted research paper at a national public health scientific meeting			✓				
9.21 Prepare and submit a research paper to a reputable peer reviewed journal			✓				
9.22 Scope research priorities in own area	✓	✓	✓				
9.23 Critique research proposals for their validity and feasibility			✓				
9.24 Relate proposed or existing curricula and courses to learning objectives							
9.25 Participate in developing and teaching courses and related material							
9.26 Organise the design and delivery of an academic course or lecture series							
9.27 Supervise others(eg MPH or other aspiring academics) and demonstrate ability to assess and to respond reflectively to being assessed							
9.28 Engage in leadership roles in curriculum development				✓			
9.29 Play a role in a teaching committee							
9.30 Advocate beneficial changes in research funding and administrative arrangements for improving public health	✓	✓	✓			✓	
9.31 Practice inter-professional and interdisciplinary academic public health				✓			
9.32 Be a reflective educator, evaluating practice across research, teaching and administration							
9.33 Communicate complex research issues that can affect health to a variety of audiences			✓	✓		✓	

Subject Benchmark Statement(s)	(b) QAA Benchmark statement: BSc Health Studies (2008) http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-studies-.pdf	Evidence and/or Course Learning Outcome(s)						
		<i>How the course takes account of relevant subject benchmark statements</i>						
Knowledge and understanding		1	2	3	4	5	6	7
3.2... knowledge								
• the multidisciplinary nature of Health Studies		✓	✓					
• the central place of research activity in the development of the subject				✓				
• the diverse determinants of health and physical and mental well-being		✓	✓			✓		
• emerging issues at the forefront of the subject		✓	✓			✓		
• the range of theories of causality and evidence relating to health				✓		✓		
• social policy approaches and potential influence upon health and physical and mental well-being		✓						
• the theoretical and professional rationales concerning health interventions		✓	✓					
• the role of individual differences in affecting health status		✓	✓			✓		

• the diversity of the experience of health and physical and mental well-being					✓		
• ethical perspectives and the diversity of values associated with health and physical and mental well-being					✓		✓
• global, environmental and planetary dimensions of health	✓	✓					
• comparisons within and between healthcare systems and modes of delivery	✓	✓					
• cultural diversity within health and physical and mental					✓		
• the central theoretical arguments and paradigms in health research			✓				
• an appreciation of how sectors, organisations and businesses operate	✓	✓		✓		✓	
• the application and effectiveness of information and health technologies in health care delivery and/or interventions, communication and analysis within the subject.	✓	✓	✓				
3.2 The nature of Health Studies entails interdisciplinary and multidisciplinary approaches. A Health Studies student develops the skills necessary for the assimilation and understanding of the complex and diverse nature of the subject, as well as more general skills, which are widely transferable.	✓	✓	✓				
3.3 ...A Health Studies graduate is be able to:							
• compare between a range of health contexts, such as between individual and institutional contexts, or between national, international and global contexts	✓	✓					
• analyse health and health issues, alongside health information and qualitative and quantitative data, that may be drawn from a wide range of disciplines			✓				
• access and use a range of digital technologies, such as relevant computer packages, apps and data analysis software, as appropriate to the subject			✓				
• synthesise coherent arguments from a range of contesting theories relating to health and health issues	✓	✓					
• draw upon the everyday, personal and community experiences of health, physical and mental well-being, and illness					✓		
• critically reflect on the links between individual experience of health and health issues, and the wider structural elements relevant to health and physical and mental well-being	✓	✓			✓		
• articulate central theoretical arguments within a variety of health contexts, producing logical and structured approaches supported by relevant evidence							✓
• develop knowledge and understanding of ethics, societal responsibilities, environmental impact and sustainability in the context of Health Studies					✓		✓
• draw on authoritative research and research methodologies to locate, review and evaluate research findings relevant to health and health issues, across a range of disciplines.	✓	✓	✓				
3.4...Generic and graduate skills: ...the health Studies graduate develops many other skills related to the successful completion of a degree programme, which are relevant and transferable in terms of the graduate's successful career management.	✓	✓	✓				
3.5 Generic Skills							

• communicate with others in a clear and articulate manner, within a wide variety of audiences, through a range of media				✓			
• use appropriate academic conventions in the production and presentation of work			✓	✓		✓	
• present ideas and arguments in a well-structured and coherent manner in a variety of formats and media				✓			
• work with a range of stakeholders, networks, groups and organisations, taking responsibility for an agreed area of shared activity				✓		✓	
• negotiate formally and informally, as appropriate				✓		✓	
• demonstrate effective leadership approaches, including working across boundaries, to drive innovation within organisations and independently				✓			
• identify and propose solutions to problems, both in relation to the substantive area of Health Studies and to other educational and social issues	✓	✓					
• build effective entrepreneurial skills for innovative practice				✓		✓	
• recognise issues relating to equal opportunities, and diversity and identify appropriate courses of action in relation to such issues					✓		
• gather and evaluate relevant information from a wide variety of sources, using appropriate manual and digital systems	✓	✓	✓				
• use information and communications technology to enhance digital capability and digital literacy in a variety of contexts			✓				
• reflect on and review progress in their own studies and seek assistance or guidance as appropriate, in order to enhance their own personal development planning			✓	✓		✓	
• develop the ability to undertake autonomous and lifelong learning, particularly for continuing professional development purposes				✓			
• demonstrate a recognition of the primacy of service user interests and well-being while complying with complex interplay of economic, professional, ethical and legal obligations.				✓	✓	✓	✓

NB: Please note that subject benchmark statements (a & b) are for just subject coverage and fit rather than for the level.

The format of the following mapping tables may be adjusted.

Qualification Characteristic	<i>(insert title and year where appropriate)</i>	Evidence
Not applicable		<i>How the course takes account of relevant qualification characteristics documents</i>

Professional body or other external reference points	<i>(insert title and year)</i>	Evidence <i>How the course takes account of Professional body or other external reference points</i>
Not applicable		