Master of Public Health

Validation by APHEA and Accreditation by CMI

Version 6
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Introduction to the Programme

Welcome to the School of Health and Care Management and congratulations on being accepted onto this programme. This Master of Public Health programme will prepare you for a career in the public health sector by giving you a broad understanding of contemporary issues in public health, with particular focus on the latest digital and analytical skills sought by employers.

This programme handbook provides you with key information about your programme and modules. It should be read alongside the student handbook which can be found on ilearn. The student handbook includes key information about the University's policies and regulations.

What the programme will introduce you to

This course will introduce you to a wealth of digital technologies, giving you the chance to learn about virtual simulations used to predict, model, and plan for future infectious and non-infectious disease outbreaks. You will also have the opportunity to devise responses to real life scenarios that may arise in your future career in public health, within a simulated environment and with support and feedback from your course tutor, thus preparing you for employability. Our aim is to give you the strongest possible foundation for your future and encourage you to maximise your potential and achieve your ambitions.

Teaching on this programme

Teaching on this programme utilises a variety of methods which will require you to engage in collaboration and discussion with your peers and the teaching staff including industry partners where your research project is related to the healthcare industry. The aim is to support you to develop independent critical skills and other graduate attributes outlined in the programme specification.

Given the quantitative nature of some modules on this programme, an introductory mathematics and statistics module is available to students who need extra support with their academic writing skills or numeracy skills at the beginning of the course. Please make an enquiry for more information.

Please do not hesitate to contact me if you have any questions regarding the programme. I hope you enjoy your time studying for this Master of Public Health degree.

Best wishes,
Jinan Abi Jumaa
Postgraduate Programme Lead.

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Programme validation and accreditation

What is CMI?

CMI is The Chartered Management Institute and is an awarding body that delivers qualifications for managers. They are the only chartered professional body dedicated to promoting the highest standards in management and leadership excellence. CMI offers practical, proven solutions for individual managers, employers, and education providers alike. Their mandate is to create better led and managed organisations.

What does the student need to do?

Once the student has enrolled onto the Master of Public Health programme and completed the induction, Arden University will register their membership with the CMI. This will provide the student with a wide range of resources that may help them during their studies. CMI offers practical help, fast advice, new ways to learn, handy tools and techniques, regular newsletters, access to events, and mentoring services. Once the student has completed the programme they will receive a Diploma at the relevant level, which is a qualification that is valued by employers making them more marketable.

What is APHEA?

APHEA stands for the Agency for Public Health Education Accreditation is an independent body established as an *international non-profit association (INPA)* under Belgian law, with the purpose of accrediting Public Health Institutions and Programmes or their equivalent recognised by APHEA. Validation by APHEA confirms that the curriculum and its contents adhere to European standards for a modern comprehensive degree offering through containing the basic structure and core content expected from programmes in public health.

How does this benefit students?

APHEA represents the five leading associations of public health in the European region. It is committed to assuring and improving the quality of educational activities throughout the European region and the globe. Validation by APHEA allows better transferability of students' qualification and provides students with better opportunity for employment internationally as it is a well-recognised accrediting body. It also means that qualified students will be more attractive to employers.

For students studying Public Health this demonstrates the skills gained during their studies will support them into moving into public health focused roles. As the validation of this programme means APHEA recognises our course to meet their rigorous standards in delivering public health education. This ensures that skills will align to employer needs within the sector and will be of benefit when applying for future roles. Ensuring you will be ethical public health practitioners that can communicate effectively to support improvements in public health outcomes.

Endorsement by Institute of Health and Social Care Management (IHSCM)

IHSCM's aim is to create a supportive professional body that is relevant in its activities and modern in its approach and who holds sector leaders in the NHS, social care, third sector and private healthcare amongst its members. The IHSCM works with Arden University to contribute to curriculum development and delivery.

As an Arden student, you will become a student member of the Institute, giving you access to a diverse range of events, conferences, workshops and networks as well as opportunities for mentoring and coaching. You are also encouraged to apply for full membership of the Institute once you graduate from the course.

Programme Structure

Welcome to the Master of Public Health programme.

The programme is made up of core modules and listed in the table below. Students are expected to study 6 of the core modules and the research project to complete the programme. An outline of the content of each of the modules and the assessment methods used can be found in the Module Detail section on ilearn.

Modules	Credits	Core/Option
HCR7017 Research Methods	20	Core
HCR7013 Contemporary Challenges in Public Health	20	Core
HCR7001 Health Policy	20	Core
HCR7019 Research Project*	60	Core
HCR7016 Preventative Health and Promotion	20	Core
HCR7002 Epidemiology	20	Core
HCR7008 Gender, Sexual and Reproductive Health Management	20	Core

*Released semester one, studied semester two and project submitted in final semester of programme.

Please note that the module order above is the set delivery order for this programme.

Core Module Description

Research Methods
Public health is an evidence-based discipline and professionals working in this field necessarily depend on the production and dissemination of high-quality research in their everyday work. The module aims to develop students' understanding of, and engagement with, public health research methodologies. The module will explore how public health research is created, the philosophies underpinning research in this field, the specific methods employed by researchers, and the ethical, practical and other challenges experienced by those conducting public health research.

The module will cover the following topic areas:

- Critical analysis and understanding of public health research methodologies
- Designing public health research
- Common study designs in public health research
- Primary and Secondary approaches in public health research
- Collection of data for a public health research project.
- Analysis of quantitative and qualitative data.
- Public health research ethics.
- Real world public health research
- Writing up and disseminating public health research.

Contemporary Challenges in Public Health
The central aim of *Contemporary Challenges in Public Health* is for students to develop an appreciation of the most current and pressing international public health issues, the challenges

of managing these issues, and how these challenges could be addressed. Students will get to know about major stakeholders and partnerships. The module also aims to build a knowledge base around the key theories and models in public health, and how they apply to contemporary challenges. Throughout the investigation of contemporary public health issues, interventions and solutions will be linked to industry relevant skills. New technological developments will also be explored and discussed.

The module will cover the following topic areas:

- Theories, models and priorities in public health
- Health beliefs and behavioural interventions
- Challenges of national and global procurement and commissioning (economics links)
- Urbanization, climate change and public health
- Health in the workplace
- Equity in migrants and ethnic minorities
- Emerging issues in an aging population
- Local and Global mental health
- Innovations in public health – The rise of digital health, Ethics and governance of new technologies

Health Policy

This module enables students to gain insights into a range of inter-disciplinary approaches to global health policymaking. For this reason, a number of conceptual and methodological tools will be employed in the attempt to better understand the interrelations between globalization and global health.

The module will cover the following topic areas:

- Understanding global health policy
- The determinants of global health and disease
- Public health, humanitarianism and Global health governance: An integrative perspective
- Evidence-based health metrics and globalisation
- Decision making approaches to global health
- Vulnerability and global mental health
- Socioeconomic perspectives on global health interventions (economic disparities & interventions)
- Digital health and global health priorities
- A rights-based approach to the various stages of global health policy development
- Disease prevention, health promotion and control of global public health hazards.

❖ Research Project (Core)

The Research Project is your opportunity to apply the skills and competencies you have acquired throughout the course to real problems in health and care practice. You will apply the theoretical and practical knowledge gained in the classroom and develop a health-related project focusing on the significance and disciplinary relevance of your final report.

Students are expected to start thinking about the research project topic from semester 1. We strongly encourage students who want to pursue a project requiring primary data collection to look to start the process at the beginning of semester 2 to allow enough time for ethics approval.

Students will be assigned supervisors to support them through the process, from conception of the idea of the research project to submission.

Preventative Health and Promotion
This module will provide insight into key concepts, theories, and models of preventative health as well as insight into risk, and risk management frameworks. The module proposes methodologies and models through which to identify and mitigate such risks through an understanding of the application of preventative health strategies in the context of a system reconfigured for health rather than illness and disease.

The module will cover the following topic areas:

- Introduction and background to risk and preventive care
- Public health profiling, surveillance, and projection
- Heath risk models and risk management
- Preventive health
- Risk modelling and management
- Communicating health promotion campaigns and disease prevention
- Multisectoral partnership and collaboration in prevention
- Health systems for the future
- Risk and Crisis management in pandemics
- Megatrends in health and preventive care
- Governance in public health (private and public resources/economics & QALY)

Epidemiology
This module will develop your knowledge and understanding of the fundamental skills required as an epidemiologist, encourage independent critical and evaluative skills required to contribute to scientific evaluation and decision-making and equip you with the necessary skills in order to be able to understand and evaluate empirical research in the field.

This module will cover the following topics/themes:

- Fundamentals of Epidemiology
- Statistical elements and tools for epidemiology and biostatistics
- Understanding the role of demography in epidemiology
- Exploring a range of factors influencing disease management and intervention mechanisms
- Globalisation and communicable diseases I: prevention and management
- Globalisation and communicable diseases II: prevention and management
- Partnerships, intervention strategies and policy themes
- Empirical approaches to epidemiology including evaluating epidemiological research papers and case studies
- Data interpretation in applied epidemiology (qualitative and quantitative)
- Statistical data analysis – hands on practice

Gender, Sexual and Reproductive Health Management
This module's central aim is for you to understand the issues of gender representation over time and how gender is represented in literature. The module will explore gender identities, providing you with the knowledge of appropriate terminologies.

The module covers the following areas:

- Historical milestones affecting gender roles and sexuality; exploration of the untoward socio-cultural practices (for example, domestic violence and abuse, female circumcision etc.).
- Gender and recognition of gender in leadership and management.
- Exploration of the cross-cultural and political factors impacting gender equality globally.

- Laws and theories of gender, sexuality and sexual and reproductive health
- Gender ideologies, its evolution and the digital age
- Raising sexual health awareness through marketing campaigns: opportunities and challenges
- Psycho-sexual disorders and dysfunctions
- Maternal and Child health and the reproductive process, including the exploration of IVF and ICSI
- An insight into women and men's sexual health and gynaecological issues
- Managing sexual and reproductive health services: a case of low-, middle- and high-income countries

Please see ilearn for the full module description forms (MDF) including assessment methods for each module

Closing the Gap in Academic Writing and Basic Statistics

Given the quantitative nature of some of the modules and to ensure that students have a better chance at succeeding with these modules, an introductory Mathematics/basic Statistics module has been made available to students through the Academic Skills Tutors, for those who feel less confident with their numeracy skills. This is available at the beginning of the course, and it will run cyclically throughout the academic year.

There is also support available for students to develop their qualitative research skills. There are mini modules available relating to developing academic research skills and undertaking qualitative research. There is further support available from the programme team leaders that can refer students to specific resources to assist with qualitative research and the Academic Skills tutors are available to support the development of qualitative skills. During the research project there is further individual support from our academic supervisors

An academic writing skills mini module has also been made available to those who feel less confident with academic writing and how to avoid plagiarism.

The mini modules are free and non-credit bearing. The modules will help to introduce students to basic statistical concepts as well as basic concepts of academic writing thereby helping to prepare students for the statistical and academic writing elements in the programme modules.

Programme Evaluation
The programme and modules are constantly evolving and we strive to improve the programme by taking feedback from both students and lecturers into consideration. We therefore depend upon feedback from students to help us to continually improve our provision. The evaluation will take several shapes:

Module feedback

At the end of each module, feedback will be collected from both students and lecturers. There will be both open and closed ended questions to allow full expression of opinion. This is very important in helping us shape the content and delivery style of each module so please do take time to complete the feedback.

Master of Public Health Programme Feedback
This will be evaluation at programme level where student experience as a whole will be captured. Again, this is very important so please take time out to let us know what you think.

Specific Surveys

This will be feedback to do with other aspects of the programme delivery for example the library, digital tools and software used within the programme.

Public Health Programme and Career Skills

Studying on the Public Health programme will allow you to develop a range of skills that will support your progression into a relevant career in the sector. By studying the modules on this programme you will gain a professional grounding in a range of public health issues and will learn how to lead change effectively across the sector. By learning about epidemiology you will understand disease prevention and management, disease prevalence, statistical analysis and the challenges of communicable global disease. Health policy will allow you to develop deep insights into global policy and inequalities across a range of areas of public health. It will ensure you consider preventative policies and management techniques in improving health outcomes. Contemporary challenges in public health will support your understanding of theories and models that underpin public health, whilst considering health inequalities, mental health, health disparities between groups, health ethics and a range of real-life challenges facing the public health sector. It will allow you to consider interventions within public health and their implementation. The course is equipped to ensure you develop your research skills as a public health practitioner this will be of vital importance to understand, analyse, critique and review a range of scientific information. This will ensure you are skilled in these areas to support the skill development needed so you can also produce work to a high standard in the workplace such as reports, presentations, research papers and briefing documents. The Public Health programme is designed to give you the skills required to successfully move into a career in public health. There are a range of opportunities available to you upon the completion of your studies.

Programme Specification

1. **Programme Code**	TBC	
2. **Programme Title**	Master of Public Health	
3. **Target Award Title**	1. Master of Public Health (MPH) - 180 credits	
4. **Exit Award Title(s)**	Postgraduate Diploma Public Health (120 credits) Postgraduate Certificate Global and Public Health Studies (60 credits)	
5. **Subject area**	Health Studies	
6. **School**	Healthcare Management	
7. **Programme Team Leader(s)**	Dr Jinan Abi Jumaa	
8. **Programme Type**	Specialist Master's	

9. **Delivery Model**	DL F/T	x	BL F/T	x	
	DL P/T	x	BL P/T	X	Other: Standalone module study

Where delivery model is identified as 'Other' please provide details	Students can study individual modules for which they could claim credits for, as part of an approved CPD offer.
10. **Location of delivery**	All Centres and DL
11. **Proposed Start date**	
12. **Reference points**	This programme is aligned to QAA's characteristic statements for a category 3 professional or practice Master's degree programme aimed at preparing students for the next stage in their public health practice careers. It was aligned to Category 2 specialist Master's degree so that students completing the programme would have developed requisite graduate skills situated in research, scholarship and industry-based practice/scenario application in various public health contexts. It is also aligned to APHEA European Public Health competencies programme, the QAA quality code (2024), FHEQ level 7, and standards set by the PSRB as enumerated in section 13.

	The programme also draws on QAA subject benchmarks for Health Studies (2024), the Master's' Degrees General Characteristics: category 3 (2024) and the Quality Code 2023 (QAA)
13. Professional, Statutory & Regulatory Bodies (PSRB)	The programme will be aligned to the following PSRBs: i) Agency for Public Health Education Accreditation (APHEA) ii) Chartered Management Institute (CMI)

14. Programme aims

This Master of Public Health programme aims to develop key skills required for employability in the area of public health practice, management and research at local, national and international levels. It will prepare students to work as public health practitioners and work in non-governmental organisations, charities, in public sectors, or even in academic institutions. It aims to also develop leadership skills and contemporary approaches to managing high performing teams.

The programme has special focus on the development of analytical research skills as well as digital skills useful in responding to health challenges. It is anticipated that students will be able to model future scenarios whether this be in infection control or shift in population or in climate change.

The programme specifically aims to allow students to be able to:

- Evaluate and understand human systems and interventions made to improve health including all types of health services, social services, and all interventions and policies intended to improve health.
- Demonstrate understanding in population health including involvement with all social, economic, physical, chemical and biological conditions that influence or interact with the health of the members of the population.
- Analyse and interpret public health datasets using appropriate software in order to gain knowledge needed to design public health research
- Demonstrate understanding in public and global health challenges and decision-making processes in order to be able to anticipate, plan for and manage risk taking into consideration, factors which may impact on such processes (contemporary challenges)

- Develop analytical knowledge and skills including graduate attributes useful for working in any public health context.

In line with the stipulations of the Benchmark Statement, it is expected that most students will enter the programme with little industry experience; to engender a degree of workplace readiness and realism, the pedagogies will therefore embrace the use of real-world case studies, relevant software applications and industry guest speakers.

15. Programme Entry Requirements

Standard entry:
A UK Honours Degree or international equivalent at a minimum of second-class (2:2) that is related to the field of clinical health, allied health sciences, health studies, health psychology or a relevant scientific discipline such as biomedical sciences or nutrition.

A maths qualification or equivalent to at least Grade C at GCSE.

Non-standard entry:
In the absence of a UK Honours Degree or equivalent, professional work experience that is relevant to clinical health, allied health science, health studies will be considered on a case-by-case basis by the academic team.

In the absence of a maths qualification or equivalent, professional work experience that relates to statistical modelling and/or analysis, data entry and/or mathematical modelling/budgeting would be considered on a case-by case basis by the academic team.

English ability: equivalent to IELTS 6.5 (no less than 6.0 in any element), where the medium of undergraduate study was not English

Programme entry is also subject to Arden University's standard policies on APEL and ACL.

16. Graduate Attributes

Graduate Attributes will be referenced within teaching and assessment activities, providing the opportunity for embedding of a wide range of employability skills to support student career success and Graduate Outcomes, regardless of whether they are a career starter, changer, or developer.

A wide range of employability activities encompassing the development of human, social, cultural, identity and psychological capitals, identified in the Graduate Capitals model (Tomlinson et al, 2017), embedded in the curriculum, will provide significant enrichment to many Arden students who are from widening participation backgrounds, raising aspirations, and increasing their social mobility and progression into graduate and professional level outcomes.

Digitally literate: to show confident and critical use of information and digital technologies across a range of professional, personal, and academic contexts. (This may include but is not limited to computer literacy, digital information, digital media, digital communication, and collaboration competencies).

Contextually innovative: through applying skills of critical, creative, and evidenced based analysis and/or personal reflection to current real-world situations and future challenges.

Socially intelligent and proactively inclusive: able to effectively navigate complex (working) relationships with others from any background or culture using teamwork, communication, and leadership skills.

Professionally knowledgeable in their subject area: with in-depth comprehension, awareness, independent research skills, and other skills associated with their subject area and discipline(s).

The Means by which Graduate Attributes will be achieved and demonstrated will include:

1. Digital Literacy: Our graduates will show confident and critical use of information and digital technologies across a range of professional, personal and academic contexts.
   Which will be achieved and demonstrated through:

   • Engaging with virtual learning environment

   • Approach to studies, assessment, and dissertation

   • Use of subject specific and general digital tools (e.g. excel, statistical models)

   • Use of appropriate software across contexts

   • Remote work experience and extra-curricular activities, workshops, networks

2. Contextually Innovative: Our graduates will be able to apply critical, creative, and evidence-based analysis, and personal reflection to real world situations and challenges, both current and in the future.
   Which will be achieved and demonstrated through:

- Approach to studies, assessment, dissertation, and academic and career planning

- Problem-based learning

- Discussions and reflections within and outside modules

- Personal and professional reflection

- Discussion forums

- Work experience and extra-curricular activities

- Societies and special interest groups

3. Socially Intelligent and proactively inclusive: Our graduates will effectively navigate complex working relationships with people from any background or culture, using teamwork, communication and leadership skills.
   Which will be achieved and demonstrated through:

   - Approach to studies, assessment, and dissertation

   - Discussion forums and virtual learning environment

   - Peer activities

   - Societies, work experience, extra-curricular activities, special interest groups

   - Personal reflection

4. Professionally Knowledgeable in their Subject Area: Our graduates will be knowledgeable and have in-depth comprehension in their subject area. They will have awareness, independent research skills, and other subject and discipline skills.
   Which will be achieved and demonstrated through:

   - Teaching and learning activities

   - Self-directed learning, reading, practice, and event attendance

   - Engagement with workshops

   - Engaging with library and academic skills resources

| | • | Special interest groups and networking |
| | • | Engaging in extra-curricular activities |

17. **Learning, teaching and assessment methods and strategies**

This Master of Public Health programme utilises an eclectic mix of teaching methods and assessment strategies to includes but is not limited to, development of mini research projects on public health topics for example developing evidence-based health profiling and needs of a group or community, application of technology to innovating public health solutions, preparation of academic reports, power-point pitch presentation, communication of public health needs and risk and written examination. Teaching strategies and assessments methods are based around blended and online learning with the Arden University's Learning and Teaching Strategy and Plan as a focus. As the programme intends to have a management twist, emphasis will be placed on managerial skills development in addressing contemporary issues and challenges with added focus on digital health. Graduate attributes such as professional knowledge, digital literacy, contextually innovative and socially intelligent and inclusive practice will be given due attention.

Learning and Teaching

In line with Arden University's "digital first" teaching focus, interventions are enriched and enhanced by the deployment of a range of digital assets including: group, discussion fora, social media channels, collaborative tools, webinars and e-presentation software including use of analytical tools such as SPSS, STATA, Jamovi and Gorilla to collate and analyse health related datasets. Teaching is designed to engage and inspire students via a range of innovative activities and retains a "real world" focus via the use of contemporary case studies, public health data sets and engagement with relevant proprietary software related to identifying and developing innovative solutions in public health. Teaching is student led; learners are expected to take ownership of their own learning journeys, reflect upon the teaching interventions and case materials, collaborate with their peers as well as with relevant stakeholders for their modular assessments and projects, demonstrate self-direction and originality in tackling and solving problems, act autonomously in implementing tasks and act on tutor feedback as they develop an understanding of public health concepts and research skills.

Teaching activities require students to work collaboratively, exchange peer to peer feedback and reflect upon their own work experiences as they navigate module materials and assessments.

The programme also involves engagement with relevant analytical software; students are expected to

evaluate the contribution of such applications, develop skills in software applications and reflect upon their contribution to public health strategy.

Students are required to engage in group work and projects as they navigate module materials, exchange peer to peer feedback and reflect upon study materials, case studies, data sets and peer formative feedback to broaden their understanding of public health principles, contemporary challenges in public health, innovative solutions and digital health. This will complement lecturer formative feedback and summative feed-forward feedback in preparation for the final feedback on the industry-based project element of the programme.

Assessment

The assessment strategy centres on a strong alignment with real world public health issues and embraces a range of group and individual based assessment types including: negotiated assessments, work products, reflective analysis, mini and major project plans, case study analysis which may be national or international, digital health exploration/portfolio, report writing, public health journal, work products, narrated PowerPoints and portfolio building. Students are expected to apply knowledge and theory explored in the modules and produce assessments that simultaneously focus on real public health scenarios and demonstrate high levels of critical and innovative thinking required to meet the standards of a Level 7 Health Studies-MPH qualification.

The programme culminates in the submission of the independent study assessment (research project) that builds upon content examined in the other modules and requires students to develop research skills as well as scholarship and industry-based practice/scenario application skills. To this end, students are required to design a project reflecting current or future public health challenges or innovative solutions to scenario planning (Identifying the driving force for contemporary public health challenges, identifying critical uncertainties, developing plausible scenarios, discussing paths and innovating possible solutions).

18. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	**The means by which these outcomes are achieved**	**The means by which these outcomes are assessed**
At the end of this course you, the student, will be able to:		
		Indicate if this is coursework or examination
1. Evaluate and understand human systems and interventions made to improve health including all types of health services, social services, and all interventions and policies intended to improve health.	Students will demonstrate achievement of this by identifying and critically analysing policy documents as well as public health interventions. Students will aim to discuss and understand public health priorities at community, local, international and international level and use current information/media in disserting public health priorities in multiple services whilst proposing innovative interventions/solutions for identified issues and challenges. It is expected that students will be able to bridge the gap between theory and practice in innovating solutions to identified issues and challenges.	Students will have multiple opportunities for formative feedback which would feed forward into summative feedback for the modules. Achievement of the learning outcomes will be assessed using various strategies to help develop knowledge, skills and graduate attributes relevant for employability in public health. Assessment will include analysis of case study, concept mapping of public health issues and priorities to health systems and innovative solution definition, development of health

	Theories, models and priorities in public health including contemporary issues and challenges of local, national and international importance will be evaluated. Local databases will be explored and analysed to understand local authorities' priorities. Other databases that may be explored will include ONS, WHO and other databases for example charities/NGOs which may provide relevant data for students to evaluate such systems. Development of graduate attributes and employability skills will be achieved through utilisation of software to develop digital skills in evaluating public health solutions which may involve the ability to also identify health repositories and ethical issues associated with use of data. The modules will create opportunities for group learning to encourage sharing of experiences and best practices between peers as it is anticipated that students will be from different countries with likely different challenges requiring differing system innovation. This will be achieved	profile of a community group etc., hands on practice on both qualitative and quantitative software and display of proficiencies in use of software (technology) and ability to reflect and critique own practice/outputs.

	through online and class discussions and use of software which encourage collaborative participation and engagement, blogs, videos, podcast	
2. Demonstrate understanding of population health including involvement with all social, economic, physical, chemical and biological conditions that influence or interact with the health of the members of the population.	This outcome will be achieved through acquisition of knowledge and understanding through teaching pedagogy that would explore use of technology and software to determinants of health which will cover both the genetic, behavioural, social and environmental factors. Students will present evidence for consideration in developing effective national strategies whilst critically reviewing development of public health systems. Methods of inquiry will be used to explore factors that influence health including governmental public health sectors and the healthcare delivery system. Students will work both independently and in collaboration to explore personal and community health services which may reflect broader perspective of health. Concepts such as intersectoral public health system supported by political will and healthy public policy will be explored using methods of enquiry including health effects in developing	These outcomes will be assessed using multiple strategies including case study exploration, reflecting upon software applications (digital health) and appraisals, exploration of local, national and international case studies and datasets in seeking public health solutions, evaluating public health solutions and reflections. Students will have multiple opportunities for formative feedback which would feed forward into summative feedback for the modules. Students will be assessed on participation in group discussions, individual outputs for example module reports, presentations, case study analysis and multimedia choice assessments.

	agriculture, education, commerce, transportation, transportation. Consideration of risk groups apparent in socio-economic status, work stress, broader mental health consideration, environmental exposure and social isolation will allow students to acquire knowledge and skills that can be transferable to the workplace. Graduate/employability skills will be acquired/achieved through lifelong learning approaches, participation in team based exercises, presentations which seeks to develop communication skills, peer assessment which seeks to develop listening skills, writing of plans aimed at measuring performance, exploration of digital health and reflection. There will be opportunities for networking and guest speakers will be used to consolidate learning.	
3. Analyse and interpret public health datasets using appropriate software in order to gain knowledge needed to design public health research	Specific modules within the programme will support the development and acquisition of quantitative and qualitative analytical skills and allow students to export and transform data at local, national and international level using software/analytical tools. These modules will also	This learning outcome will be assessed through a combination of formative exercises and summative assignments including statistical analysis of data sets, qualitative interpretation of data and critical reasoning.

	support development of criticality, self-reflective and analytical skills useful for working in public health practice. Students will be introduced to big data and basic statistical data manipulation (exportation, transformation, analysis, interpretation and presentation). Students will have opportunities to practice using various software for data manipulation. Scenario analysis and its challenges will help students acquire knowledge and skills needed to design public health research. There will be opportunities for formative feedforward feedback. Repository of practical examples for improvement in application of theory to practice will further aid students in achieving this learning outcome, as will the exploration of data modelling and networking.	The learning outcome will also be assessed using course work of critical appraisal of a local, national and/or international case study
4. Demonstrate understanding of public and global health challenges and decision-making processes in order to be able to anticipate, plan for and manage risk taking into consideration factors which may	The changing landscape of health influenced by both predicted and unpredicted scenarios for example climate change, increase in travel and trade, pandemics, globalisation and increasing life expectancies supports the need for understanding of public and global health	Students will have multiple opportunities for formative feedback which would feed forward into summative feedback for the modules. Achievement of the learning outcomes will be assessed using various strategies to help

impact on such processes (contemporary challenges)	challenges and decision making in order to anticipate, plan for and manage risks. Students will explore the impact of collaborative leadership and partnership and the involvement of multilateral organisations in public and global health development. Modules will help students build situational awareness, recognition of emerging conflicts and public and global health governance, coordinated roles and integration of health into public and global services systems and factors that may influence these and decision-making processes. Public health challenges will be addressed at local, national and international level with discussion and appraisal of key responsibilities for managing these challenges and need for reform. Intellectual development will be encouraged through formative assessment tasks for example health profiling and risk communication as well as summative assessment tasks.	develop knowledge, skills and graduate attributes relevant for employability in public health. Assessment strategies will focus on developing qualities and transferable skills necessary for employability including decision making skills, independent learning ability, ability to take own initiative and personal responsibility through self-study as well as work in a team environment/peer to peer exchanges. Assessment will include digital health portfolio design and management, policy brief, media review, synchronous and asynchronous presentation, case study analysis and report writing.

	Specific modules will support students to develop qualities and transferable skills for example decision making in complex and unpredictable situations, use of own initiative and taking of personal responsibilities, independent learning ability which is required for continuing professional development and development as a reflective practitioner. Practical skills developed through discussion with peers and sharing of experiences, as well as portfolio planning and creation of project management portfolio and synchronous and asynchronous presentation will support students in achieving this learning outcome.	
5. Demonstrate analytical knowledge and skills including graduate attributes useful for working in any public health context	Ability to deal with information inductively and deductively is an important requirement for working in public health and for managing public health projects. Students will be tested on their ability to produce a industry-based project which will be based on an organisation or an industry and will be the final project for the programme.	This learning outcome will be assessed through formative and summative exercises which will include drawing of research plan or concept mapping, managing a project and project writing. Students will be supported to develop graduate attributes such as critical reflection in practice (own practice and best practice approach) using specific activities.

	In-course activities will allow students to practice collection, visualisation and analysis of data relevant to a chosen industry-based topic and setting. Students will through application of learned concepts, skills and competencies, produce projects that will support development of skills such as awareness and use of technology and analytical tools, application and communication of public health principles, innovating solutions to public health challenges, awareness and application of ethical principles and reflection on practice. Students will be supported to work independently and display learning in the finished product for the industry-based project. Assessments will be through primary or secondary analysis of data, case study analysis, programme evaluation, proposal writing, policy analysis, mini project development and scenario forward planning.	Students will be assessed through hands on practice using software and technology for digital poster presentation, primary or secondary analysis of data, case study analysis, programme evaluation, proposal writing, policy analysis, mini project development and scenario forward planning.

Note: Concept mapping is a theme that will run through all learning outcomes though unassessed. The final product will be fed into a competition at the end of the programme for opportunities to win prizes.

Annex – Mapping of Programme Learning Outcomes and Modules

Level	Module title	Module type Compulsory (C) or Optional (O)	Pinned /Paired (running order)	LO 1	LO 2	LO 3	LO 4	LO 5	GA1	GA2	GA3	GA4
7	Research Methods (20 credits)	C	1 Pinned			X		X	X	X	X	X
7	Contemporary Challenges in Public Health (20 credits)	C	2 Pinned	X	X		X		X	X		X
7	Health Policy (20 credits) (shared)	C	3 Pinned	X	X		X			X	X	
7	Research Project (60 credits)	C	4 Pinned	X	X	X	X	X	X	X	X	X
7	Preventative Health and Promotion	C	5 Pinned	X	X	X	X		X			X
7	Epidemiology (20 credits) (shared)	C	6 Pinned	X	X	X		X	X			X
7	Gender, Sexual and Reproductive Health Management (20 credits)	C	7 Pinned	X	X					X	X	