Programme Specification ARO 034a

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities provided.

This document is published on the University website and will be a publicly available record of the named programme.

The information contained in this form should be included in the Programme Handbook, either as presented below or in a format determined by the Faculty.

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td></td>
</tr>
<tr>
<td>Programme Name</td>
<td>Master of Public Health</td>
</tr>
<tr>
<td>Award</td>
<td>MPH</td>
</tr>
<tr>
<td>Faculty</td>
<td>Health Sciences and Sport</td>
</tr>
<tr>
<td>Division (if applicable)</td>
<td></td>
</tr>
<tr>
<td>UCAS Code (UG only)</td>
<td>TDX40-MPH</td>
</tr>
<tr>
<td>Programme Code</td>
<td></td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full Time ☒ Part Time ✗</td>
</tr>
<tr>
<td>Location/Method of Study</td>
<td>On Campus – UK ☐ International ☐ Where: Online ✗ Blended ☒</td>
</tr>
<tr>
<td>Admission Points</td>
<td>September ✗ January ✗ Other – May</td>
</tr>
<tr>
<td>Length of Programme</td>
<td>3 years</td>
</tr>
<tr>
<td>SCQF Level</td>
<td>11</td>
</tr>
<tr>
<td>Total Credit Value</td>
<td>180</td>
</tr>
<tr>
<td>ECTS Credit Value</td>
<td>90</td>
</tr>
<tr>
<td>Relevant QAA Subject Benchmark</td>
<td></td>
</tr>
<tr>
<td>Professional Body Accreditation (all relevant accreditations to be listed)</td>
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</table>
Section 2 Overview

PROGRAMME SUMMARY

A comprehensive summary of the programme.

Public health is the “science and art of promoting and protecting health and wellbeing, preventing ill-health and prolonging life through the organised efforts of society” (Faculty of Public Health, 2015). This course is designed for students who want to explore the current and emerging key issues in the field while reflecting on their own practice, experiences and interests. We are keen for students to collaborate with us in better understanding how public health works across the three key areas of research, policy and practice and how knowledge and expertise in public health can be understood and improved at the local, national and global level.

Students will be assisted in achieving these aims through a range of methods, including a mixture of lectures (live webinars and recorded podcasts), group work, online discussions, independent (guided and self-guided) study, reflection on learning and independent research. Students will be expected to achieve a series of distinct learning outcomes (LOs) for the course (alongside module-specific LOs). Core modules on the course include ‘What is Public Health?’, ‘Epidemiology and Its Numbers’, ‘What is Public Health Research?’, ‘Policy in the Real World’ and the final year ‘Research Project’. Optional modules are available in a range of research methods, as well as ‘Society and Health’ and ‘Health Behaviours and Behaviour Change’.

Key Features of the Programme (including what makes it distinctive)

This course has a multidisciplinary focus, teaching and delivering both practical and theoretical skills in collaboration with public and third sector partners. The innovative course focuses on how societies, groups and individuals can improve public health and tackle health inequalities, considering both top-down and bottom-up approaches (e.g. government policies versus grassroots movements). There is a focus on developing students’ skills relevant to current and future careers in and related to public health through individual study and collaborations with other students and staff.

Students will be provided with expert knowledge and different perspectives from across research, policy and practice, focusing on contemporary public health issues relevant locally, nationally and internationally. The course will be taught by research-active staff from the Faculty of Health Sciences and Sport, alongside input and additional materials from policy and practice partners. Co-creation of content is also a key feature we explore with the course, allowing us to shape the curriculum with our students to build on their experiences, expertise and interests.

This is a fully online, distance-learning course using digital learning technology to allow learners to study from anywhere in the world and better fit study around personal and professional commitments. Flexibility in the course start dates (September, January or May) and module choices in second year helps provide students with a more bespoke learning experience designed to match learning needs, interests and aspirations.

PROGRAMME AIMS

Overarching Programme Aims

On successful completion of this programme, you should be able to:

1. Understand and articulate public health theory and techniques appropriate to your own area
of practice or interest.
2. Understand and articulate approaches used by researchers, practitioners and policy-makers in public health
3. Understand and demonstrate practical and transferable skills e.g. report writing; team working; literature searching; research methods; and critical appraisal.
4. Demonstrate that you are a critical and independent thinker

WHAT WILL I BE EXPECTED TO ACHIEVE?

Detailed Learning Outcomes
On successful completion of this programme, you should be able to:

Knowledge and Understanding:
1. Develop and demonstrate a comprehensive knowledge of the essential principles in public health research, policy and practice
2. Critically appraise the public health evidence base
3. Critically reflect on the links (and gaps) between public health research, policy and practice
4. Critically appraise the relevance of how public health can be influenced at a local, national and global level

Intellectual, Practical and Transferable Skills and other graduate attributes:
1. Apply learning to public health practice
2. Design, undertake, analyse and discuss your own independent research in a critical manner

HOW WILL I LEARN?

Outline of the teaching methods and approach to be used on the programme.

Students will be assisted in achieving the course aims through a range of methods, including a mixture of lectures (live webinars and recorded podcasts), group work, online discussions, independent (guided and self-guided) study, reflection on learning and independent research. The course is fully online and will be delivered through the University’s Virtual Learning Environment, Canvas.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Outline of the assessment methods and approach to be used on the programme.

Assessment and Assessment Criteria
Each module uses their own unique assessment to match the learning outcomes of the module. Assessment include essays, short answer exams, mock grant reviews, posters, Objective Test Questions and presentations. The Research Project is assessed via a journal article draft, policy brief and presentation. Assessments are graded against the following criteria:

- Focuses on the question set and addresses learning outcomes
- Incorporates a range of appropriate evidence that provides an informative and critical analysis into the topic
- Demonstrates understanding of relevant concepts with an appropriate level of synthesis and analysis
- Presents work that demonstrates creativity and originality
- Organises material in a structured and coherent form including Grammar and Referencing

Feedback on Assessment
You will receive feedback on coursework within 3 weeks of completion of the assessment. Feedback is provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to discuss feedback further. More information about feedback on assessment can be found here; http://www.stir.ac.uk/academicpolicy/handbook/assessment/
Assessment Regulations

Highlight any exceptions to the assessment regulations for this programme
N/A

If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at:

Undergraduate
Postgraduate – Taught
Postgraduate - Research

WHAT WILL I STUDY?

Outline Programme Structure

The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken. More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.

- Where an “Option list” is specified, you have a choice of which module to take at this point in the degree programme and these choices are listed below
- For year 1 and 2 where “Any Module” is used it means that you can choose from all modules available to the year group and you can see the full list by following these links:

Undergraduate
Postgraduate

Year 1

Total year 1 credit value = 60
Compulsory credits = 60
Option credits = 0

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Public Health?</td>
<td>NURP021</td>
<td>60</td>
<td>Autumn</td>
<td>11</td>
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<tr>
<td>Epidemiology and Its Numbers</td>
<td>NURP022</td>
<td>60</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>What is Public Health Research?</td>
<td>NURP023</td>
<td>60</td>
<td>Summer</td>
<td>11</td>
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</tbody>
</table>

Year 2

Total year 2 credit value = 60
Compulsory credits = 20
Optional credits = 40

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy in the Real World</td>
<td>NURP024</td>
<td>20</td>
<td>Summer</td>
<td>11</td>
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</table>

Option Modules – you may choose two of the following modules to take

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society and Health</td>
<td>NURP025</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Qualitative Methods</td>
<td>NURP003</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
</tbody>
</table>
Quantitative Methods | NURP005 | 20 | Autumn | 11
Health Behaviours and Behaviour Change | NURP026 | 20 | Spring | 11
Research Ethics and Governance | NURP007 | 20 | Spring | 11

Year 3

Total year 3 credit value = 60
Compulsory credits = 60
Optional credits = 0

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>NURP027</td>
<td>20</td>
<td>Autumn, Spring and Summer</td>
<td>11</td>
</tr>
</tbody>
</table>

READING LIST

Required and Recommended Reading for the Programme
N/A

Section 3 Student Support [PLEASE UPDATE AS NEEDED FOR THE STUDENT COHORT]

SUPPORT FOR STUDENT LEARNING

Induction
You will receive an online-based induction during the first days of your programme. This includes a range of recorded information sessions to help you orientate yourself as a Stirling student and access the services available to you. There will also be opportunities to meet the programme director via webinar. Please include any Faculty/programme specific information here.

All students on the MPH will have access to the programme hub space on Canvas that contains useful information when you first start and that you can refer back to over the entire course. This space also provides a platform to electronically meet fellow students.

Study Skills Support
Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first year of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

What SLS are able to do:

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.
More information can be found here: [http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/](http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/)

**Stirling Graduate School**
For Research Postgraduate Students the Stirling Graduate School as well as your own faculty will provide support. More information can be found here: [http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/](http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/)

**Academic and Pastoral Support**

**Adviser of Studies:** Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: [http://www.stir.ac.uk/registry/advisers/](http://www.stir.ac.uk/registry/advisers/)

**Personal Tutor:** The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: [http://www.stir.ac.uk/tse/personal-tutor/](http://www.stir.ac.uk/tse/personal-tutor/)

**Support and Wellbeing:** At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: [http://www.stir.ac.uk/campus-life/support-and-wellbeing/](http://www.stir.ac.uk/campus-life/support-and-wellbeing/)

**Student Union:** you can also access support through the Students’ Union, more information can be found here: [https://www.stirlingstudentsunion.com/representation/studentsupport/](https://www.stirlingstudentsunion.com/representation/studentsupport/)

**Accessibility and Inclusion (A&I)**
A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: [http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/](http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/)

**Learning Resources**
You can find out more about the resources available to support your learning here: [http://www.stir.ac.uk/campus-life/learning-support/](http://www.stir.ac.uk/campus-life/learning-support/)

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**Section 4 Programme Evaluation and Enhancement**

<table>
<thead>
<tr>
<th>METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Evaluation</strong> Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: <a href="http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/">http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/</a></td>
</tr>
</tbody>
</table>
Programme Review
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/

External Examiner(s)
Name of External Examiner: Dr Shelina Visram
Institution: Newcastle University

Section 5 My Future

WHAT KIND OF CAREER MIGHT I GO ON TO?

What career avenues does this qualification open up to the student?
Public health practitioner roles differ greatly in the work they focus on and in their specific job titles. Some examples of the types of roles include: Health Policy Advisor; Public Health Advisor; Substance Misuse Worker; Health Improvement Practitioner; Public Health Nutritionist; Teenage Pregnancy Co-ordinator; Smoking Cessation Advisor; Advanced Health Improvement Practitioner; Environmental Scientist; Health/Education Advisor; Support Workers and many more.

Graduates will receive the relevant theoretical and practical skills that are needed for careers as researchers, policymakers and/or practitioners across the public, private and voluntary/community/not-for-profit sectors.

How does this programme facilitate your development of the Graduate Attributes?

Connected
• with the discipline, knowledge, understanding and skills with a range of complex real world issues
• with contributions from alumni, private, public and third sector to develop their employability skills
• with knowledge, experiences, and people providing different perspectives, to understand different cultures, beliefs and traditions
• and work with one another as an inclusive learning community and with the wider community
• and communicate effectively through digital and other media

Innovative
• through active and ethical research
• through using the latest global research and new technologies to develop new understandings and creative solutions
• through independent critical and reflective thinking
• through identifying opportunities to improve what they do and taking action

Transformative
• through sharing new perspectives and broadening horizons
• through being professional, adaptable and resilient and equipped to succeed in the global market place
• through being active global citizens who are socially, culturally, and environmentally aware

WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?
### WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?

N/A

### WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?

*What programmes of study could the student go on to after successfully completing this one?*

You may wish to pursue a PhD in a public health-related field/topic with members of research staff in the Faculty. Please contact the Programme Director to discuss.

### WHAT OTHER INFORMATION DO I NEED TO KNOW?

*Information that should be displayed at module registration and/or on the Degree Programme Table webpages to help students understand any programme specific requirements or agreed exceptions to regulations. This could also include useful information that will enable a student to decide to take this programme, prepare for the programme, or that will be useful to them on completion of the programme e.g. professional recognition/accreditations etc.*

This programme will take a student at least three years to complete. While entry is available in September, January and May and your learning will not be affected when you start the course, we do recommend a September start date. This will allow students to experience the optimal module order and complete the course in the shortest time-frame. Students who start in January or May will have a gap in their studies while they wait to start the Research Project in September of their third year of study.

### Section 6 Admissions

### HOW DO I ENTER THE PROGRAMME?

*Admissions Criteria*

A minimum of a second class Honours degree (2.1 preferred) or equivalent in a relevant subject. Applicants without these formal qualifications but with significant relevant work/life experience, are encouraged to apply.

IELTS: 6.5 with 6.0 minimum in each skill