



School of Health and Society Master of Public Health (MPH) Course Guide



2023-24
May

About this guide

This is your course guide. It provides the basic but fundamental information about your course of study. This guide is yours for the duration of the course, we don't re-issue it annually and if any information contained within were to change then we will write to you to explain so.

In particular, if any important aspects relating to your modules were to change then we will inform you in accordance with the Code of Practice for the Management of Changes to Modules and Courses. The teaching and support teams which you will get to know over time will refer to this guide – it will be useful to you and we advise you to make good use of it throughout your studies.

The Course Guide should be read in conjunction with the more general sources of information which relate to all students at the University. The Student Handbook is a very detailed reference point for all issues relating to your studies which aren't specific to just your particular course. You might also want to refer to the Student Charter; the University's Policies and Regulations and the University Assessment Handbook documents which will provide you with all of the information that we think you will need for your period of study here.

If you need additional information, or you simply want to discuss elements of any of these documents or other aspects of your course, find that there is something you need to know, please contact your Faculty Student Services:

Faculty Student Services

We can help with the administration and organisation of your time at University – from enrolment and module registration, tuition fee enquiries, attendance support, course management and lifecycle queries, extenuating circumstances, leave of absence, transfers and changes, assignment submission, SAMs appointments, assessment and result queries, right through to Graduation.

You can also come and talk to us for impartial advice and support if things are starting to go wrong and you're not sure who else to talk to. The main thing to remember is that you are not alone. We see large numbers of students over the course of a year on a variety of issues, so please don't be afraid to approach us.

We are here to ensure that your transition into Higher Education is as smooth as possible. Normal office opening hours are Monday-Friday 08:45-17:00.

You can contact us through the e:vision help desk, by phone or in person or by e-mail:

Faculty of Education Health and Wellbeing (City Campus)	The Millennium City Building MC 125	(01902) 518800	FEHWSStudentServices@wlv.ac.uk
Faculty of Education Health and Wellbeing (Walsall Campus)	The Jerome K Jerome Building WA 005	(01902) 518800	FEHWSStudentServices@wlv.ac.uk
Faculty of Education Health and Wellbeing (Burton Campus)	Burton Centre	(01902) 518800	FEHWSStudentServices@wlv.ac.uk
Help and Advice is also available from Student Support & Wellbeing...	Contact us at the Alan Turing Building MI 001 for all enquiries and referrals... Services operate at all campuses by appointment.	(01902) 321074 (01902) 321070	ssw@wlv.ac.uk money@wlv.ac.uk

Welcome from the Course Leader

On behalf of the teaching and support teams from Master of Public Health (MPH) course, I would like to extend to you a very warm welcome to the University of Wolverhampton, and in particular your campus.

My name is Marc Chrysanthou and I am the course leader for your Master of Public Health (MPH) course and alongside your personal tutor, will be your main point of contact over the duration of your studies. My contact details are below – please don't hesitate to get in touch if you need any support or guidance.

The successes which you will achieve whilst at the University are based upon a partnership between the expertise and support from the staff here and the effort you put into learning. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market. Make the most of the wide range of opportunities available to you.

Studying at University can be difficult, and for many of you the transition into University life will be challenging. However we will support you throughout your course, particularly whilst you develop into an independent learner over the course of your first year with us.

We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We hope that you might consider acting as a Course Representative

during some of your time with us to help the University continue to improve your experience.

I would like to wish you every success with your studies. We look forward to working with you and hope that you enjoy your time with us.

Marc Chrysanthou

Course Management and Staff Involvement

Please note that an up-to-date staff list for your course is available within the Student Administration Portal (e:Vision) which includes your Course Leader, Head of Department as well academic staff involved with module delivery.

Educational Aims of the Course

The educational aims of this course have been informed by the core competency areas defined by the Public Health Skills and Knowledge framework:

- surveillance and assessment of health,
- assessing the evidence for health,
- policy and strategy,
- leadership and collaborative working,
- health improvement and protection,
- public health intelligence,
- academic public health, and
- health and social care quality

These relate to the three domains of public health practice:

- health protection,
- health improvement and
- service quality.

Through these core themes that run throughout the award, the course will enable you to gain an understanding of the inter-disciplinary and multi-disciplinary approaches to Public Health. As a Public Health student you will develop the skills necessary for the assimilation and understanding of the complex and diverse nature of the subject, as well as more general skills which will be widely transferable, enabling you to effectively prepare for and to establish a career in a wide range of health and public health related areas. These include the knowledge and ability to:

- Conduct a surveillance and assessment of population health and well-being within an international context
- Assess best evidence in health care interventions
- Review policy and strategic developments and implementation
- Develop strategic leadership and collaborative working
- Develop public health intelligence within a national and international context
- Facilitate health improvement and health protection strategies to ensure Public health and social care quality.

This, along with close associations with the RSPH and ASPHER, and our mapping of the course to the UKPHR specialist register standards and the PHSKF, gives the University of Wolverhampton MPH course a sound foundation for employability and enables you to use the award to fulfil part of the requirements for registration as a specialist practitioner in the future.

Public health deals with the well-being of populations, entire communities or groups of people rather than health issues at an individual clinical level. It is a common mistake made by people who are embedded in biomedical notions of health, either because of their previous studies or because they do not understand the remit of public health, that the study of public health, or practitioners in this field, need an understanding of anatomy and physiology and/or an understanding of the science behind the onset of disease. As public health is not about disease in the individual, but about how social and environmental factors lead to diseases and affect populations, and how a reduction in inequalities in health, as well as how health-related data can be used to identify a specific population that health services may then prioritise to improve health overall, prior knowledge of these areas is not required. However, where necessary you may briefly explore health issues at the individual level within some of the modules but you do not need any prior knowledge of biology or other sciences, other than what you will have learnt at school or college level, to effectively participate and succeed in this programme.

Whilst the course does not include a work-based placement, we have good relationships with local public health organisations and other employers and will support you if you would like to explore work experience

opportunities.

What makes this programme distinctive?

This programme has an established reputation for producing accomplished and highly marketable graduates in public health. The positive feedback we receive from our successful students demonstrates the value of completing the MPH at the University of Wolverhampton. Many of these graduates have achieved excellent jobs within public health and are working in organisations such as government public health agencies, the WHO and the UN where they are making differences to the population health with the skills they have acquired from the programme.

This MPH course draws on UK government policy directives in public health - *Fit for the Future: Public Health People (2016)*, *NHS Long Term Plan (2019)* and *The Future of Health and Care: Working together to improve health and social care for all (2021)* – as well as the changes to public health service provision by the replacement of Public Health England with the National Institute of Health Protection. These policies refer to the need for a wider perspective to dealing with public health issues that addresses the wider determinants of health, a strong emphasis on a pro-active and preventative approach to health care in order to ease the current and increasing demands on the NHS, and the roles of a range of professionals.

We appreciate that success against key public health issues and diseases has no geographical boundaries, and our students may come from a variety of countries, so we also draw on wider international public health policy and priorities. As such, this course adopts a strong focus on addressing health inequalities, empowering individuals, and communities, and building the skills needed for a pro-active public health workforce. A focused epidemiological and statistical foundation and integration of the biomedical with social perspectives is considered to provide a more balanced approach to the complexities of dealing with public health; as such, our MPH programme is able to offer a new, modern and global understanding of public health that reflects the changes and developments witnessed in current and future health services both in the UK and overseas. The programme has a strong international focus, and this global perspective is considered to be of value to both UK and international students.

This award is mapped against the UKPHR specialist register standards so you can go on to use the award to fulfil part of the requirements for registration as a specialist practitioner in the future. The UKPHR provides public protection by ensuring that only competent public health professionals are registered and that high standards of practice are maintained. The UKPHR is one of 3 bodies that registers public health practitioners to work at consultant or director level (the other two being the Faculty of Public Health (FPH) and the General Medical Council).

The UKPHR specialist register standards have also been mapped against the Public Health Skills and Knowledge Framework and refers to some of the core competencies outlined by the FPH. The course follows this framework throughout, at the level needed to equip students for public health practice.

The MPH has developed cohesive links with local Public Health Departments as well as international public health bodies and membership organisations, such as the Royal Society for Public Health (RSPH) and the Association of Schools of Public Health in the European Region (ASPHER). Through these and our wider links with employers and researchers, you will have an opportunity to meet public health professionals who are invited in as guest speakers. We also have strong links with voluntary public health agencies who are willing to meet with you and offer voluntary placements. In this respect, if you are not familiar with the local area you can be signposted to appropriate work experience that will serve to enhance your studies and improve your career prospects. To encourage community and work-based links the award also promotes a student-based conference at the end of each academic year that will showcase your achievements. Public health stakeholders and the voluntary sector organisations are invited to this event.

Our assessment strategy aims to mirror disciplinary practices and real-world contexts, preparing you for the challenges of independent and teamwork, and developing skills that will help you to succeed in the workplace. Following discussions with employers and our alumni, we are aware that the ability to write reports where issues are researched and succinctly recorded with workable actions, working with a team on a group task, and presentation skills, are highly valued by employers and as such our assessment strategy has taken this into account. Whilst we still include some essays and exams to ensure you can demonstrate your knowledge in key public health areas, we have included presentations, group work and report writing as methods of assessment to prepare you for the workplace. You will therefore experience creative, engaging, and meaningful assessment tasks which contribute to your ongoing development as a critical thinker and as a life-long learner. Assessments will build on each other and grow in complexity, enabling you to see the connections across modules and years.

Students from diverse backgrounds are supported through an inclusive curriculum where every module, session, teaching material or activity is assessed for its suitability. Your prior experience and background will also be respected, and you will be encouraged to contribute your unique perspectives, primarily through open discussion in seminars as well as interactive exercises that encourage you to share your diverse experiences.

The academic teaching team also provide a range of extra-curricular activities to support you in your studies and wider interest in public health issues. These include a regular public health open-seminar series where professionals in health and research share details of their work and engage in lively debate. For an additional fee we also offer field trips and other events, details of which will be shared with you throughout your studies. The field trips and the engagement with those in practice, as well as the support from other departments that

can help you with entrepreneurial and business developments, are a part of our work-based learning (WBL) approaches which are embedded in the curriculum. WBL is an educational strategy that provides you with real-life work experiences where you can apply academic and technical skills and develop your employability.

The MPH is one of many courses run by the Faculty of Education, Health and Wellbeing, which has an established reputation for excellence in terms of the quality of its courses, particularly through the provision of innovative approaches to teaching and learning, and for the student centred-friendliness of its academic and administrative staff. You will have the benefit of being taught by very experienced staff with first-hand knowledge of working in the public health field in a variety of professional roles, and so can help you integrate and apply the knowledge you will gain.

Course Structure

May (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 1

Module	Title	Credits	Period	Type
7HW143	Advanced Research Skills	20	SEM3	Core
7HW136	Strategic management and leadership in Health	20	SEM3	Core
7HW149	Health Protection and Health Improvement	20	SEM3	Core
7HW139	Research Dissertation in Health	60	CRYRA	Core
7HW145	Public Health, Epidemiology and Statistics	20	SEM1	Core
7HW142	Assessing the Health Needs of Populations	20	SEM1	Core
7HW144	Social Perspectives on Health and Health Policy	20	SEM1	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Course Learning Outcomes

Learning Outcome	Contributing Modules
<p>PGCERT01 Demonstrate 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 your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student:</p> <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 	
<p>PGCERT02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.</p>	
<p>PGCERT03 Demonstrate 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.</p>	
<p>PGCERT04 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to</p>	

specialist and non-specialist audiences.

PGCERT05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGCERT06 Demonstrate the qualities and transferable skills necessary for employment requiring: • the exercise of initiative and personal responsibility • decision-making in complex and unpredictable situations • the independent learning ability required for continuing professional development

PGDIP01 Demonstrate 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 your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: • 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.

PGDIP02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

PGDIP03 Demonstrate 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.

PGDIP04 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGDIP05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGDIP06 Demonstrate the qualities and transferable skills necessary for employment requiring: • the exercise of initiative and personal responsibility • decision-making in complex and unpredictable situations • the independent learning ability required for continuing professional development.

MA01 Demonstrate a range of transferable academic and professional skills appropriate to a career in public health; such as critical writing, the use of statistical packages and presentation skills.

MA02 Demonstrate knowledge and skills in effective planning and evaluation of public health programmes and interventions.

MA03 Develop a critical understanding of differing perspectives and theories in public health incorporating a multi-disciplinary, national and international focus.

MA04 Critically assess and review policy and strategic public health development within a national and international context

MA05 Demonstrate an in-depth knowledge of practical and applied aspects of public health and public health management and have an appreciation of current theory and research in these areas.

MA06 Assess, plan, implement and evaluate a

substantial piece of academic research in a selected area of public health.

PSRB

None

Employability in the Curriculum

The University acknowledges the diversity of our student population and the need to recognise that the individual aspirations and motivations of students are distinct and varied in relation to career and personal development. Reflecting this, there are a range of approaches through which employability is fostered, either explicitly or implicitly within the MPH. These are not mutually exclusive and overlap to greater or lesser degrees. Approaches range from focused modules which explore working within health and care settings, through to leadership skills and knowledge, and wider activities and opportunities available through the Careers, Enterprise and the Workplace service. These and other initiatives aim to create graduates who are enterprising and entrepreneurial.

Postgraduate study requires you to take greater responsibility for your own learning, becoming self-directed, reflective, and motivated. Whilst an awareness of contemporary professional contexts and techniques is desirable, these skills of initiative, personal responsibility and intellectual curiosity are the attributes which employers consistently rate highly in surveys of postgraduate skills.

In designing the programme, the curriculum planning team have carefully considered the University of Wolverhampton Graduate Attributes framework to ensure that you can acquire and evidence skills that employers so keenly seek. Firstly, the course will enable you to develop your skills in global citizenship and a cultural and social mindset. In doing so, you will gain skills so you can become culturally and socially aware, emotionally intelligent, an effective communicator, self-aware, confident, motivated, ethical, collaborative, and influential. Secondly, the course will enable you to develop your knowledgeable in public health, by enabling you to become digitally fluid, technically skilled, a critical thinker, analytical, reflective, curious, experienced, autonomous and engaged. Finally, the course will enable you to develop a professional and enterprising mindset, where you will be encouraged to become innovative and enterprising, commercially aware, resilient, ambitious, visionary, goal oriented, creative, a lateral thinker and adaptable.

Successful MPH students are attractive to both the NHS, Local authorities and the voluntary sector as potential employees. Career opportunities range from academic roles within public health, roles within health promotion, health statistics and epidemiology, Clinical Governance, Public health research and development. Students may also wish to pursue doctoral study.

Recently qualified students have progressed into Public Health departments within the UK and international students have secured roles within international organisations such as WHO and the UN.

Other occupational roles include:

- Health Promoter
- Health Advisor
- Health Practitioner
- Public Health worker
- Health inequalities worker
- Health trainer
- Housing Services Officer
- Sexual Health Advisor
- Smoking Cessation Counsellor
- Community Development Worker
- Health information Officer
- Health researcher
- Health management
- Wellbeing advisor
- Community support worker
- School health advisor
- Health educator

For those who wish to continue in further study or research, the Faculty of Education, Health and Wellbeing offers PhD opportunities which may be studied full or part-time, along with more flexible study options for those who wish to take stand-alone modules as part of their Continuing Professional Development (CPD).

Teaching, Learning and Assessment

Your learning will include the study of six taught modules which account for two thirds of the programme; the dissertation accounts for the final third of the programme and requires you to study independently with the support of a research supervisor. Learning activities will enable you to become skilled and knowledgeable in a

range of public health areas so that you can achieve the learning outcomes. In doing so you will also achieve our graduate attributes of digital literacy, global citizenship and prepare you for employment in public health and related disciplines.

The learning activities which will support you in the achievement of the learning outcomes are wide and varied. To get the most from this award, you will be required to actively engage in class and online, carry out wider reading and complete formative assessments. You will also be required to take an active part in your learning and work in partnership with your lecturing team for the effective functioning and success of the module.

Taught materials include research informed key lectures providing you with an opportunity to acquire the appropriate knowledge and skills for the module. Each session has clear aims, learning outcomes, a clarification of their link to the assessment and suggestions for further reading. Group discussions will enable you to explore specific issues and examples and apply this learning to your own role and engage in debate, self-reflection, and evaluation.

Directed study between in-class sessions will provide you with opportunity to undertake reading, participate in online learning tasks, address individual learning needs and contextualise learning to your own area of interest or practice.

Digital skills will be enhanced by encouraging you to search a wide range of relevant databases and engage with online resources through the VLE (lecture notes and external links to websites of interest). Blended and distributed learning models will be used as and when appropriate – this is where sessions are delivered through a combination of online and in class scheduled sessions with self-directed study and online activities. Tutorials will be used to facilitate dialogue between lecturers, students and peers to further develop and challenge conceptual understanding through reflection and analysis. In addition, modules may include sessions led by a wide range of stakeholders, for example, employers, service users, carers and subject specialists.

You will be encouraged to explore global as well as local issues through in-class content, group work, formative and summative content, and consider diversity and inclusivity in public health practice. This will be supplemented through additional lectures and seminars offered to you across the programme.

Employability and graduate skills will be explored and gained by you throughout the modules (as outlined in the reference points)

Assessment is planned from a course wide perspective and the assessments that you complete have been designed to mirror public health practice and real-world contexts. This helps you to develop confidence and prepares you for the challenges of independent practice.

The assessment strategy aims to improve your learning through a scaffolding approach; this is where your learning has been considered in each module and at each level, to progressively build on your knowledge, ability and the general perspectives you should acquire to become a knowledgeable and effective future practitioner in public health. By enabling assessments to build on each other and grow in complexity, you will be able to see the connections across modules and years.

The ways in which you will be assessed will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

There are two types of assessment you will encounter throughout the course: -

- Formative – where the marks and grades for assessment activities do not contribute towards the module mark and grade. Formative assessment activities are useful to provide you with comments to let you know how you are doing. Sometimes the format of a formative assessment activity will be similar to the final (summative) assessment activity for the module, in order to prepare you and ensure that you are familiar with the summative assessment task
- Summative - assessment activities where the mark you receive will contribute towards the final mark for your modules

The development of inclusive assessment opportunities which meet the needs of all learners is central to the course philosophy and our assessment strategy. In support of an inclusive curriculum design, the assessment strategy will support you to develop and perform in different assessment forms such that you are prepared in earlier levels to be able to succeed in assessments that will be used at later levels of study i.e. you will not face an assessment type in your final year for which you are unprepared. You will also be offered a choice in terms of assessment, where possible and practical.

The package of assessment at each level has been carefully planned by the award team and is considered to be coherent and appropriate. The following principles have been adopted throughout the programme:

- Each module will only have one piece of summative assessment with one piece of formative assessment.
- You will not normally be expected to undertake more than one group work assessment in a semester,

- Formative use of exams will precede the use of summative exams
- The award team have ensured that a module is not be considered in isolation from the assessments that will be completed for other modules which are studied simultaneously.
- In some modules there is a choice of assessment topic (where you can choose your own case study, for example) whilst in other modules you can choose how you would like to be assessed (such as submitting a case study or sitting an exam).
- Assessment submission dates will be checked, by semester, for your course to ensure there is no assessment bunching i.e. all course assessments being due in the same week.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
 Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
 Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Reference Points

The course has been carefully designed to meet your needs, and the needs of current and potential employers. The following reference points have informed the award:

Subject specific

UK Public Health Register (UKPHR) and Public Health Skills and Knowledge Framework (PHSKF)

Learners graduating with a Master of Public Health will have a range of employment opportunities available to them. Whilst there are no Professional, Statutory & Regulatory Bodies, there are voluntary registers for specialists and practitioners working in public health; as the profession becomes increasingly popular, these registers are becoming increasingly important for those wishing to pursue a career in public health.

The UK Public Health Register (UKPHR) provides public protection by ensuring that only competent public health professionals are registered and that high standards of practice are maintained. The UKPHR is one of 3 bodies that registers public health practitioners to work at consultant or director level (the other two being the Faculty of Public Health and the General Medical Council).

This module is mapped against the UKPHR criteria for the specialist register. These are the criteria that applicants need to demonstrate that they meet when applying to join the register. As such, this and other modules for the MPH award will enable students to demonstrate they have achieved postgraduate knowledge in key areas required to join the register. www.ukphr.org.

The UKPHR criteria for practitioner standards are also mapped against the PHSKF <https://www.gov.uk/government/publications/public-health-skills-and-knowledge-framework-phskf>.

Faculty of Public Health (FPH)

The FPH is the standard setting body for specialists in public health in the UK, it sits at the forefront of the development and transformation of the Public Health profession. The course covers many of the key areas of the FPH curriculum and the principles outlined in the FPH's Good Public Health Practice framework. For more information see: <http://www.fph.org.uk>

Royal Society for Public Health (RSPH) - Professional Practice Framework

The RSPH Professional Practice Framework enables managers and aspiring managers to articulate what they do, how they work, and how they make an impact on themselves, the people with whom they work, the services that they are responsible for, and the organisations in which they work, lead, and manage. The award's learning objectives address aspects of the framework and ensure that you will be prepared to meet the requirements of conduct, competence and behaviour expected of those working in public health.

https://www.ukphr.org/wp-content/uploads/2018/12/Public_Health_Framework.pdf

World Health Organisation (WHO) and Association of Schools of Public Health in the European Region (ASPHER) Competency Framework for the Public Health Workforce in the European Region (2020)

Aimed at policy-makers, professionals with a particular interest in the public health workforce, and other stakeholders, such as education institutions, public health institutes and others responsible for implementing policy and professional organizations. The MPH course has been designed to also take into account the

framework and in particular, the pursuit of Sustainable Development Goals. See <https://www.aspher.org/aspher-core-competences-list.html>

Fit for the Future: Public Health People (DoH, 2016)

Outlines 5 important themes that underpin the response to developing a public health workforce, future capabilities and skills.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/524599/Fit_for_the_Fut

Public Health Resource Unit

This is a comprehensive and detailed map of the many levels of knowledge and skills needed for public health careers. The course follows this framework throughout, at the level needed to equip you for public health practice. See <http://www.phru.nhs.uk/>

Academic reference points

- QAA UK Quality Code for Higher Education www.qaa.ac.uk/quality-code
- QAA Subject Benchmark Statements* www.qaa.ac.uk/en/quality-code/subject-benchmark-statements
- QAA Qualifications and Credit Frameworks www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks

University Policies and Regulations <https://www.wlv.ac.uk/about-us/governance/legalinformation/policies-and-regulations/academic-regulations/>

*There are currently no relevant subject benchmark statements. However, it is noted in the QAA (2016) Health Studies benchmark that a multi and inter-disciplinary approach should be adopted when looking at individual, community and population health. Accordingly, the BSc (Hons) Public Health explores health as a contested concept, considers the multi-disciplinary nature of practice, focuses on contemporary issues and considers the myriad of issues that surround diversity. Underpinning key concepts are embedded in the modules and include an examination of key theoretical and policy approaches as well as that of the role of individuals in furthering the aims of Public Health.

Wider reference points

- NHS long-term plan (DoH 2019) <https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf>
- Department of Health and Social Care (2021) The Future of Health and Care <https://www.gov.uk/government/speeches/the-future-of-health-and-care>
- Preparing the healthcare workforce to deliver the digital future (HEE 2019) <https://topol.hee.nhs.uk/>
- UK legislation Equality Act (2010)

Academic Regulations Exemptions

None

Support with your studies

University Learning Centres are the key source of academic information for students providing access to:

- Physical library resources (books, journal, DVDs etc.)
- Study areas to allow students to study in the environment that suits them best: Social areas, quiet and silent areas.
- A wide range of online information sources, including eBooks, e-journals and subject databases
- Academic skills support via the Skills for Learning programme
- Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing.
- Dedicated Subject Pages to enable you to explore key online information sources that are recommended for their studies.
- Physical access to local libraries both in UK and overseas via SCONUL and WorldCat agreements

We also strongly advise you to download to "MyWLV" student app. MyWLV is a single point of personalised access to the variety of systems the University offers. This includes pulling through relevant information (e.g. deadlines, timetables) and linking to underlying systems.

Leave of Absence:

The University allows breaks in learning of up to two years and there is a process for applying for a leave of absence, which can be accessed through your e:Vision account. Initially you will need to apply for the leave of absence, which could be for medical, parental or personal reasons. A short-term absence, such as annual leave, must not be recorded as a break. The course leader will consider, and where appropriate agree, the leave of absence application. A return date will be identified and agreed for a suitable point in the programme. Additional course fees may be incurred as a result of a leave of absence and you are advised to discuss this with the Faculty Student Services team prior to application.

Course Specific Support

General University support:

University Learning Centres are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases. Learning Centres also provide students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills.

The University also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/. If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

Course Specific Support

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting [e:Vision](#).

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your [Course Guides](#), along with their contact details.

Course leaders

The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice. To maintain continuity and support to you, they are supported by a deputy.

Research supervisor

You will be allocated to a research supervisor towards the end of your first semester of study. Your supervisor will advise and guide you throughout the independent study module (i.e. dissertation). You are reminded that this is an independent study module and you are required to take an active part in this relationship – from planning meetings and setting agendas, through to planning your time and making sure you are aware when your supervisor is available to support you.

Faculty Student Enabling Tutor

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Working in partnership with you

The University and the Student's Union take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience. Our student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter: <https://www.wlv.ac.uk/about-us/student-charter/>

Contact Hours

In higher education, the term 'contact hours' is used very broadly, to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course.

This time provides you with the support in developing your subject knowledge and skills, and opportunities

to develop and reflect on your own, independent learning. Contact time can take a wide variety of forms depending on your subject, as well as where and how you are studying. Some of the most common examples are:

- lectures
- seminars
- tutorials
- project supervisions
- demonstrations
- practical classes and workshops
- supervised time in a studio/workshop
- fieldwork
- external visits
- work-based learning (including placements)
- scheduled virtual interaction with tutor such as on line, skype, telephone

In UK higher education, you as the student take primary responsibility for your own learning. In this context, contact time with teaching and associated staff is there to help shape and guide your studies. It may be used to introduce new ideas and equip you with certain knowledge or skills, demonstrate practical skills for you to practise independently, offer guidance on project work, or to provide personalised feedback.

Alongside contact time, private or independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. It might include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision, and so on.

50 Day Engagement:

You will be withdrawn from the University if you fail to engage with the academic requirements of your course of study, within 50 days of the course start date, following repeated and reasonable attempts by the University to contact you.

Course Specific Health and Safety Issues

No specific health and safety issues have been recorded for this provision, but should this change your Course Leader will make you aware of this and provide relevant guidance as appropriate.

Course Fact File

Hierarchy of Awards:	Master of Public Health Public Health Postgraduate Diploma Public Health Postgraduate Certificate Public Health University Statement of Credit University Statement of Credit		
Course Codes:	HL002P01UV HL002P31UV	Full-time Part-time	12 Months 2 Years
Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Health and Society		
Category of Partnership:	Not delivered in partnership		
Location of Delivery:	University of Wolverhampton		
Teaching Institution:	University of Wolverhampton		



Published: 03-May-2024 (Auto Published)