

Nottingham Trent University Course Specification

Basic Course Information

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| 1. | Awarding Institution: | Nottingham Trent University |
| 2. | School/Campus: | School of Social Sciences / City |
| 3. | Final Award, Course Title and Modes of Study: | MA Public Health Full and Part Time |
| 4. | Normal Duration: | 1 year (FT); 2 years (PT) |
| 5. | UCAS Code: | |

6. Overview and general educational aims of the course

This course consists of two interim awards within the Masters qualification. You will enrol on the Masters degree but will be eligible for the Postgraduate Certificate or Postgraduate Diploma if you wish to exit from the course early and have successfully completed the necessary modules and attained sufficient credit points. The full time route will be attractive to you whether you are a domestic or international student looking to enhance your employment prospects with existing or potential employers. The part time route will attract those of you already in employment in the wider public health workforce. You can also pursue individual modules as part of continuing professional development activity (CPD) with the opportunity to progress through Certificate, Diploma or Masters levels if you so wish.

Effective support is provided from academic staff to maximise potential for personal development and growth through engagement within an academic process. It is designed to provide a course at post-graduate level for people who are enthused about the discipline of multidisciplinary public health. It also supports those who wish to practice as change agents within a range of sectors both nationally and internationally.

It is expected that the course will produce postgraduates who have extensive knowledge of multidisciplinary public health issues and a critical awareness of the current philosophical, theoretical and methodological problems, debates, and insights that shape the discipline. The enhancement of life long learning skills and personal development is part of the course's approach to enable postgraduates to adopt an independent and reflective approach to their learning, and to contribute to the wider public health profession and civil society.

This course focuses on the strategic and international aspects of public health, environment and sustainable development that are critical to effective multidisciplinary practice in these fields reflecting leading-edge, current developments in such areas as contested concepts of health, healing, illness and disease; philosophical and cultural aspects of health and wellbeing; a consideration of current and emerging global threats to human health and wellbeing; regeneration and sustainable communities; and skills for reflective practice and multidisciplinary partnership working. Whilst studying on this course you will also explore a range of research methods to provide the necessary techniques and skills relevant for undertaking research in the discipline. As a consequence you will emerge from the course a highly skilled individual ready to embrace multidisciplinary roles in strategic or senior managerial positions in a wide range of organisations (public, voluntary and private).

The course aims are:

1. to provide a course at post-graduate level for people who are enthused about multidisciplinary public health and wish to practice as change agents within a range of sectors both nationally and internationally;
2. to produce graduates who have extensive knowledge of multidisciplinary public health issues and a critical awareness of the current philosophical, theoretical and methodological problems, debates, and insights that shape the discipline;
3. to enhance life long learning skills and personal development to enable graduates to adopt an independent and reflective approach to their learning and to contribute to the public health profession and civil society.;
4. to provide modular forms of study for continuing professional development (CPD)

7. Course outcomes

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

Knowledge and understanding

By the end of the course you should be able to:

1. Critically articulate a clear and precise understanding for the connections between public health, environmental health, and sustainable development
2. Critically engage with a broad and dynamic field of contested knowledge(s) pertinent to contemporary public health issues and practice.
3. Demonstrate a holistic understanding of multidisciplinary public health policy and strategy development
4. Critically analyse the range of actors, institutions and policies, demonstrating a detailed understanding of their operational paradigms
5. Consider local issues within their global contexts, and critically debate their role (s) and influence(s) that may be contested, confused or incomplete.
6. Critically debate the nature and application of research approaches appropriate to enhancing the evidence base of multidisciplinary public health
7. Demonstrate advanced scholarship and a critical awareness of current research
8. Critically demonstrate the ability to situate the experience of work in a public health related context within wider theory and practice

Skills, qualities and attributes

By the end of the course you should be able to:

1. Identify and prioritise areas of need, and potential opportunities for global public health action.
2. Construct and confidently deliver appropriate and robust, research-informed positions about contemporary public health issues to a range of audiences.
3. Identify, articulate and manage complexity and change in the public health field using a range of problem solving approaches.
4. Synthesise and critically evaluate a wide range of information, from varied sources.
5. Investigate in detail specific issues within public health whilst remaining cognisant of the broader contexts within which they are operationalised.
6. Identify and apply appropriate research strategies to address public health issues within these contexts.

8. Teaching and Learning Methods

Teaching methods are a combination of formal lectures, and student-led seminars/workshops. Interactive aspects of the taught provision are designed to enhance individual understanding and facilitate supported and shared development. Currency is ensured by a strong synergy between research and professional activities and teaching. All members of the team engage with a range of research and professional activities, present papers at international conferences and engage in a professional capacity with local, national and international public health forums. A rolling programme of guest lectures by visiting local, national and international scholars and practitioners, attendance at conferences, and study trips feed into the MA course and you are encouraged to attend as part of your studies. This course will also encourage extensive knowledge of the discipline (including relevant professional skills), proficiency in the use of relevant software, a capacity for independent thought, and strong information, data, and time management skills.

9. Assessment Methods

Assessment plays a key role in the learning process, providing an impetus to learning, enabling you to be given development feedback for personal development and growth. The course uses a variety of assessment techniques to ensure that the range of learning outcomes is met. Throughout the course, both formative and summative feedback is provided. Subject knowledge and understanding are tested through a variety of written tasks including coursework essays, papers, reports and reflective portfolio's along with a similar range of oral assessment methods including presentations, a conference paper, reading groups and of course the final research dissertation.

Nonetheless, assessment within the Public Health subject area is also designed to encourage independent and active learning and to serve a number of 'formative' purposes:

1. To inform you of your strengths and weaknesses, thus playing a part in facilitating personal development;

2. To increase motivation by allowing you to demonstrate your knowledge, understanding and skills and to benefit from the receipt of positive and constructive developmental feedback; and
3. To provide you with the opportunity to review and consolidate aspects of your learning.

Assessments are determined in line with the aims of the course and the need to explore theory and appraise knowledge in the context of its practical utilisation in multidisciplinary arenas. All modules are assessed by means of coursework; there are no formal examinations.

10. **Course structure and curriculum**

The course allows for interim awards of Post Graduate Certificate (PGC) and Post Graduate Diploma (PGD) within the MA structure. The modules within the course are compulsory with the exception of Options A and B below. The curriculum of the course is designed to facilitate your progression and your achievement of course aims and learning outcomes.

The course has two interim awards:

Postgraduate Certificate (60 credit points, comprising any three 20 credit point modules)

Postgraduate Diploma (120 credit points)

Key features of the curriculum and thematic approaches

The MA Public Health consists of 180 credits. 20 credit modules have been used as the 'standard' throughout.

You will study:

1. Concepts of Health and Healing
2. Public Health, Sustainability & Community
3. Critical Philosophical Debate
4. Policy & Practice in Multidisciplinary Public Health
5. Research Methods
6. International Politics of Health
7. Dissertation

Option modules (to be taken together) in place of Dissertation are:

- A. Professional Practice in Public Health
- B. Research Project

All of the modules are specifically designed for this course to reflect current development and thinking in areas such as concepts of health, sustainability, politics, governance and power and the wider determinants of health within multidisciplinary public health theory and practice. If you are interested in the option modules this needs to be discussed with the Course Leader and any potential placement/internship/etc needs to be individually negotiated. There will also be support from the School Placement Office.

11. **Admission to the course**

Full and Part time Routes

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the course information page.

12. **Support for Learning**

The course begins with a week long induction for all students which are a mix of introductory lectures, study skills and student support sessions and social events. We find this helps to immerse you in the course content and get to know us and your peers as well as beginning to develop an appropriate learning culture and approach. A course handbook provides essential information about the entire course and the support provided by the course team and the University

Student support is a course strength. Much work is done face-to-face or by e-mail and other electronic sources such as Skype and students do report feeling comfortable about asking for help. They find the staff generally supportive and approachable in relation to both academic and pastoral matters. This applies particularly if you are an international student. As mentioned earlier the course supports you if English is a second language by liaising at Course level with the Language Support Centre as well as other university wide support services for international students. In class we draw on and value the experiences and knowledge of students from around the world in relation to global public health. We encourage the formation of study partners or groups for informal study support. We invite international speakers, alumni who have worked or volunteered internationally to give seminars to the student body. We also organise extra – curricular events, such as trips to art galleries or the cinema. All of this enables you with your peers to cultivate skills, and knowledge relating being an ethical, reflexive and effective global citizen.

You will have access to the University's libraries and computer facilities, and the further computer, technical and administrative resources provided by the School of Social Sciences. The Nottingham Trent University Online Workspace (NOW) is a space for programme and module information, resources for study, news and email and is utilised by members of the course team to support and enhance module delivery and to assist with the dissemination of course information. Work is submitted online through NOW and you will also use discussion threads within modules to enhance your work.

The Boots (City) library has been a major University investment, and is the main library resource for you as a public health student. There is a strong commitment to develop the range of digital resources available. Electronic library resources now form a core part of support to students, with over 200 databases and 1,500 electronic journals accessible via the e-library web portal. You will have access to a wealth of relevant library materials including over 400,000 books and 2,500 current journals, as well as an extensive audio-visual collection.

Good communication between library personnel and the course team continues to ensure that appropriate and up-to-date material is available to you.

Support within the Department is supplemented by effective School-based academic and pastoral support, which is widely publicised and well used by students.

Student Support Arrangements for MA

You will be assigned a personal tutor who will provide both pastoral and academic support throughout your study. This role will switch to your dissertation supervisor during this final module.

13. Graduate destinations / employability

The critical approach to a detailed exploration of social determinants of health and well-being is recognised as a key requirement for effective engagement in this field and this course is current, challenging and 'leading-edge' in this regard. The course is designed to enable progression in to policy, research and practice roles in public, private or voluntary arenas in

the UK or internationally. Graduates have undertaken internships in international organisations, work in health promotion contexts and moved on to undertake PhDs.

It is envisaged that many students entering the course on a part-time basis will be already employed within the public health arena, particularly in a local government setting. However, this course further develops and enhances the qualities and skills desired by prospective employers in multidisciplinary public health, above all those of independent critical thought, analysis and evaluation, partnership working skills and self-directed learning.

14. Course standards and quality

The quality management of courses in the School of Social Sciences has developed in line with University regulations and guidelines.

The quality of a course is the prime responsibility of the course committee and the Course Leader is the key person who discharges that responsibility in an effective way. Student feedback is gathered formally through module evaluation questionnaires and via your student representatives. Such representatives report formally to the Course Committees and liaise more informally with Course Leaders.

The course leader is responsible to the Head of Department for the planning, organisation and administration of all aspects of the course and plays a key role in academic leadership of the course, course planning and delivery strategies. Each course has a dedicated Course Coordinator who is centrally situated and managed within the School Office. Module Leaders are appointed for their particular skill and expertise, they make up the course team and support the course leader in the delivery of the course.

All academic courses in the School undergo a process of Annual Review, at which an Interim Course Report is presented. The Annual Review of courses addresses the issues identified by External Examiners and other stakeholders, ensuring that they are earmarked for local and wider action. These reviews feed into the School annual quality reporting process to ensure that action is taken to address issues that are common to other courses, and to facilitate the dissemination of good practice.

An External Examiner provides another mechanism by which quality can be assured, maintained and enhanced.

15. Assessment regulations	
This course is subject to the University's Common Assessment Regulations (located in its Academic Standards and Quality Handbook). Any course specific assessment features are described below:	
There are no course specific exceptions from the University's postgraduate course common assessment regulations	
16. Additional Information	
Collaborative partner(s):	N/A
Course referenced to national QAA Benchmark Statements:	
Course recognised by:	N/A
Date implemented:	
Any additional information:	