

## Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

<b>Programme Title:</b>	
BA (Hons) Public Health BA (Hons) Public Health with Foundation Year	
<b>Programme (AOS) Code(s):</b>	BC1PUH1 BC1PUH4
<b>UCAS Code:</b>	
<b>Name of Final Award:</b>	Bachelor of Arts with Honours, BA (Hons)
<b>Level of Qualification:</b>	Level 6
<b>Regime of Delivery:</b>	Attendance
<b>Mode(s) of Delivery:</b>	Full time
<b>Typical Length of Study (Years):</b>	3 years 4 years with foundation year
<b>Professional Body Recognition / Accreditation (including specific requirements where applicable):</b>	N/A

### Brief Description of the Programme

This programme will enable students to develop an in depth understanding of the concepts of national and global public health. It will explore how public health has been shaped through history as well as develop understanding of contemporary issues which affect health and wellbeing across the lifespan. Epidemiology and the determinants of health will form core themes throughout the programme and the exploration of effective health promotion interventions will be explored. This programme will appeal to students wishing to consider a career in public health both in the UK and internationally. Specifically, it will equip students with the knowledge to work in a wide range of services such as the NHS, Local and national government agencies, non-government agencies, the public and private sectors nationally and internationally. It will appeal to a wide range of applicants who are concerned about the global risks to health from planetary and environmental hazards such as air pollution, the use of plastics and epidemics such as Ebola.

### Programme Aims:

- 1 Develop in students a systematic understanding of the concepts of public health and health promotion initiatives nationally and globally.
- 2 Raise students' critical awareness of contemporary research pertaining to current issues in public health across the globe.
- 3 Develop in students skills in independent learning and decision making in public health
- 4 Enable students to understand the ethical responsibilities of all global citizens to safeguard the physical, emotional and mental health of individuals, groups and populations.

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| 5 | Develop students' leadership skills to drive improvement in health and reduce health inequalities. |
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## Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
On successful completion of the programme a graduate will be able to:	
<b>Graduate Attribute: Knowledge and its application (K)</b>	
K1	Identify, discuss and critically evaluate historical and contemporary public health and health promotion.
K2	Critically explore epidemiological data and draw appropriate conclusions that demonstrate understanding of the spread of disease across the world.
K3	Evaluate and explain models of health promotion and behaviour change in relation to public health practice.
K4	Explain and critically discuss the importance of safeguarding individuals, groups and populations and managing the risks associated with public health.
K5	Discuss critically the concepts of public health in relation to understanding populations, cultures and collective responsibility and the impact on health and wellbeing.
<b>Graduate Attribute: Creativity (C)</b>	
C1	Challenge assumptions, abstract concepts and explore data to solve complex public health problems across the world.
C2	Apply a variety of experiences and learning opportunities to consider innovative methods of improving health and wellbeing across the globe.
C3	Develop critical writing skills to demonstrate independent and creative solutions to problems.
<b>Graduate Attribute: Social and ethical awareness and responsibility (S)</b>	
S1	Show critical awareness of the concepts of safeguarding individuals and populations from the harmful effects of the environment and human behaviours.
S2	Demonstrate in depth understanding of mental health in relation to public health in individuals, groups and populations
S3	Show critical understanding of the ethical responsibilities contained in public health research and related topics.
S4	Exhibit critical understanding of the collective responsibilities of a 'global citizen'
S5	Identify and explore health inequalities across the world and act responsibly to improve population health and well being
<b>Graduate Attribute: Leadership and self-development (L)</b>	
L1	Evaluate the value of leading public health and health promotion activities in improving health reducing health inequalities
L2	Identify and critically discuss responsibilities of managing self and others in promoting health and well being

L3	Demonstrate critical understanding of the drivers of public health policy makers by exploring how health related decisions are made internationally, nationally and locally.
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## Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

*Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.*

### Foundation Level (Optional for students on degree programmes)

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
FY026	Preparing for Success: Knowledge and Creativity	N/A	Core	Yes
FY027	Preparing for Success: Self Development and Responsibility	N/A	Core	Yes
FY028	Inquiry Based Learning	N/A	Core	Yes
FY008	Ways of learning about the social world	N/A	Core	Yes

### Level Four

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
HE473	Current Issues in Public Health and Health Promotion	30	Core	Yes
HE474	Introduction to Epidemiology	30	Core	Yes
HE475	Society, Culture and Communities 1	30	Core	Yes
LC462	Contemporary debates	15	Core	Yes
HE476	Safeguarding -a Public Health Approach	15	Core	Yes

### Level Five

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
HE587	Personal and Professional Development for Employment	30	Core	Yes

HE588	Patterns and Trends in Public Health	15	Core	Yes
HE589	Personal and Population Health	15	Core	Yes
HE590	Research methods	30	Core	Yes
HE591	Health Promotion in action	30	Core	Yes

### Level Six

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
HE669	At risk populations and mental health	15	Core	Yes
HE670	Global Public Health	30	Core	Yes
HE671	Settings based Health Promotion	30	Core	Yes
HE672	Society, Culture and Communities 2	15	Core	Yes
HE673	Dissertation	30	Core	No

### Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

This programme will include a variety of teaching and learning activities including:

#### Lectures

This is the most formal teaching strategy employed in teaching the modules. It can be an effective method of delivery but it is most effective when followed up by seminar, discussion, debate, practical or tutorial session to consolidate learning. Staff will make appropriate use of the VLE (Blackboard) facilities or any other appropriate facility. This should enable lecturers to enhance the traditional communication and learning mediums, as well as making material available to students at home and university. Lectures will be undertaken by experts in the field of public health and related subjects such as mental health and safeguarding, health promotion.

#### Seminars

These can vary from large group seminars, which provide an opportunity for the student-led formal debate of particular topic areas, to 'impromptu' discussion sessions with smaller groups, which may, for example follow the showing of a video. Students will be encouraged to debate and challenge assumptions in relation to public health practice.

#### Tutorials / directed study

Mainly in smaller groups or for individuals, tutorials are guided learning sessions, which can support a formal lecture by students working together in smaller groups, for example preparing a student presentation or an event. Alternatively, individual tutorials will support personal learning and development.

**Specialists/Visits**

Other techniques such as museum visits, specialist public health guest lectures and computer aided learning tools such as the university's VLE will be used where appropriate. This variety of techniques is aimed at stimulating student learning. The teaching and learning strategies for individual modules are detailed in the relevant module pro-forma.

**Additional Course Costs**

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

There may be external visits to museums but this will be voluntary and costs will be incurred by students

**Contact Hours**

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad (Hours)
Foundation Year	336	864	0
Year One	360	840	0
Year Two	360	840	0
Year Three	229	971	0

**Assessment Methods**

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further

information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the ‘three-week turnaround’).

The following summative assessment activities are used on this programme:

- **Essay**– This assessment type will vary across the modules but will expect students to write in depth about a particular topic or question and they will be expected to draw upon and reference a wide range of evidence or sources (e.g. reference books, journal articles etc.).
- **Project** (other than a dissertation) – this will involve practical exercises– organising an event/ presenting a poster and undertaking an observational study.
- **Presentations** – These will be either as an individual or group presentation
- **Portfolio** – This will involve a collection of work over time that will contribute to a CV for future employment.
- **Report / Case study** – This will be a description or account of a case that will match a prescribed format or template.
- **Dissertation** - A dissertation is a substantial piece of writing based on independent research on a subject undertaken under the direction of a supervisor. It is designed to show that students can work independently to research and analyse a subject in depth.

#### Formative assessments

Formative work will be embedded throughout the programme to ensure that individual learning is supported throughout.

### Classification

<b>Calculation of final award:</b>	<b>Level 5 33%</b>
	<b>Level 6 67%</b>

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

### Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

### Typical applicant profile and any programme-specific entry requirements

Applicants will vary from young college leavers committed to public service to mature students looking to extend their knowledge within the field of public health. It will also attract those seeking a career change or to enhance their promotion career prospects. Such a degree is particularly attractive to international students.

<b>Do applicants required a Disclosure and Barring Service (DBS) Check?</b>	<b>No</b>
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## Opportunities for students on successful completion of the programme

An undergraduate degree in public health will prepare students to pursue careers in public, private or non-profit sectors. Specific areas include public health, environmental health, health administration, epidemiology, nutrition, global health or health policy and planning. More specifically:

- The NHS
- Public Health England
- Local Government – e.g. housing officer
- Social care support workers
- Charity worker
- Health promotion worker
- International agencies
- Drugs and alcohol services
- Sexual health services
- Public health practitioners
- Environmental health officer

## Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

## Placements

Placement related learning is part of the programme in level 5 and is then encouraged and supported throughout the remainder of the course. Placements provide students with opportunities to learn in practice and gain valuable industry experience, enabling students to apply their learning to practice. This ensures that the course has real and immediate benefits for working in a range of public health environments. All placements will be arranged in line with the universities 'Placement Learning Policy' (2016). Students are responsible for arranging suitable placements with tutor support. For those electing placements with children and young people under the age of 18 or with vulnerable adults/ adults at risk, the student will be required to complete and meet the cost of an enhanced Disclosure Barring Service (DBS) check.

## Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

## Appendices

### Quality Assurance

<b>Awarding Body:</b>	Buckinghamshire New University
<b>Language of Study:</b>	English
<b>QAA Subject Benchmark Statement(s):</b>	Health Studies (2016)
<b>Assessment Regulations:</b>	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages ( <a href="https://bucks.ac.uk/students/academicadvice">https://bucks.ac.uk/students/academicadvice</a> )
<b>Does the Fitness to Practise procedure apply to this programme?</b>	No
<b>Date Published / Updated:</b>	September 2018

### Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

<b>Name of Exit Qualification:</b>	Certificate of Higher Education (CertHE)
<b>Full name of Qualification and Award Title:</b>	CertHE Public Health
<b>Credits requirements:</b>	120 credits
<b>Module requirements:</b>	ALL 120 Credits at Level 4
<b>Learning Outcome</b>	
<ul style="list-style-type: none"> <li>Identify, discuss and critically evaluate historical and contemporary public health and health promotion.</li> <li>Demonstrate awareness of epidemiology and data collection to understand the spread of disease across the world.</li> <li>Demonstrate understanding of populations, cultures and collective responsibility</li> <li>Explain and show critical awareness of the concepts of safeguarding individuals and populations from the harmful effects of the environment and human behaviours</li> </ul>	

<b>Name of Exit Qualification:</b>	Diploma of Higher Education (DipHE)
<b>Full name of Qualification and Award Title:</b>	DipHE Public Health
<b>Credits requirements:</b>	240 credits
<b>Module requirements:</b>	ALL 120 Credits at Level 4 ALL 120 Credits at Level 5



**Learning Outcome**

- Apply a variety of experiences and learning opportunities to consider innovative methods of improving health and wellbeing across the globe.
- Build awareness of the ethical responsibilities in research and public health
- Show critical understanding of the collective responsibilities of a ‘global citizen’
- Identify health inequalities across the world and act responsibly to improve population health and well being

<b>Name of Exit Qualification:</b>	<b>Ordinary Degree</b>
<b>Full name of Qualification and Award Title:</b>	<b>Bachelor of Arts in Public Health</b>
<b>Credits requirements:</b>	<b>300 credits</b>
<b>Module requirements:</b>	<b>ALL 120 Credits at Level 4</b> <b>ALL 120 Credits at Level 5 PLUS the following Level 6 modules:</b> <ul style="list-style-type: none"> <li>• HE669</li> <li>• HE670</li> <li>• HE671</li> <li>• HE672</li> </ul>

**Learning Outcome**

- Critically evaluate the concepts of public health and health promotion initiatives nationally and globally.
- Demonstrate critical awareness of epidemiology and data collection to understand the spread of disease across the world.
- Demonstrate a systematic understanding of populations, cultures and collective responsibility
- Apply a variety of experiences and learning opportunities to consider innovative methods of improving health and wellbeing across the globe
- Explain and show a critical understanding of mental health in relation to public health
- Evaluate the value of leading public health and health promotion activities in improving health reducing health inequalities
- Demonstrate critical understand of the drivers of public health policy makers and how decisions are made internationally, nationally and locally