



Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	Master of Public Health (MPH)
1.5 FHEQ Level:	7
1.6 Programme Title:	Master of Public Health
1.7 Mode and Duration of Study:	Full Time – 1 year Part Time – 3 years
1.8 School:	Health and Wellbeing
1.9 HECoS Code:	100648
1.10 Collaborative Provision Arrangement:	N/A
1.11 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent.
1.12 Accrediting Professional Body/PSRB	N/A
1.13 QAA Subject Benchmarking Group(s):	QAA Master's degree characteristics Health Studies (2019)
1.14 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ). Public Health Skills and Knowledge Framework (2016) and the UK Faculty of Public Health Curriculum.
1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	Whilst there is no specific work placement module, students will have the opportunity to collect & analyse data in real life situations within the public health context.
1.17 Arrangements for Distance Learning:	E-learning technologies will be used to support work-based learning at a distance.
1.18 Original Date of Production:	August 2022
1.19 Date of Commencement:	September 2023
1.20 Review Date:	By August 2029

2. Programme Outline

The Master of Public Health (MPH) at Plymouth Marjon University is designed to provide a rich applied and academic experience for postgraduate students aspiring to work in public health. Public health is an interdisciplinary area which aims to prevent disease, prolong life and promote health. It addresses broad issues that can affect the health and well-being of individuals, families, communities, populations, and societies. This programme is aimed at graduates and professionals from a range of backgrounds and will develop knowledge, skills and capabilities in key areas such as health surveillance, intervention, leadership and policy development.

This postgraduate programme is both for those who want to enter the field of public health and for those already working in public health or a related health profession who want to progress their career. There will be opportunities to engage with employers and real-world projects and for those already in employment there will be opportunities to network and develop their understanding and competences.

The Quality Assurance Agency for Higher Education (QAA) are responsible for producing benchmark statements for many degree subjects in the UK and they recognise Public Health as part of the Health Studies subject. "Within the subject of health studies, there are many different degree titles. These include health, health studies, health and well-being, and health sciences, in addition to more applied titles such as health promotion and public health." They also state that the "aim of health studies is to critically examine health and the determinants of health in a wide variety of contexts. This includes local, national, international and global aspects and perspectives, with the focus of study extending from the health and well-being of individuals and families, through communities, to the health of populations at national and international level." (QAA, 2019)

The MPH programme provides an advanced, contemporary education in public health theory, practice and research. It's contemporary interdisciplinary approach to the study of public health draws upon the social, human, environmental, biomedical and political sciences, based upon the socio-ecological model of health. The programme seeks to prepare students to work effectively within challenging, competitive and ethically contested public health contexts, to become effective change agents within modern society. Since 2018 the programme has been validated by the international Agency for Public Health Education Accreditation (APHEA) and the curriculum mapped against the professional competencies (Appendix 1 & 2).

Students will benefit from teaching and support delivered by highly experienced academics and supported by public health professionals from a range of local, regional and national public health organisations.

2.1 Integrating Sustainability into the Curriculum

The concept of sustainability focuses on achieving human well-being and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources. Economic, social, environmental, cultural and psychological sustainability are all seen as key in light of contemporary discourses of uncertainty, complexity and risk (Huckle 2008, Sousa 2011, Sterling 2013). Issues of sustainability are therefore integral to study and research in public health generally and this programme specifically. The programme team will aim to enable students to participate in discussions and actions linked to sustainability which embrace the University's thematic concepts of global citizenship, employer engagement and digital scholarship. This emphasis is influential pedagogically in terms of delivery of the programme. In this context the

programme team will also, for example, reduce our impact on the environment, through the use of e-learning, e-submission and e-books.

3. Distinctive Features

APHEA has become the international agency for insuring quality in public health education and has accredited institutions and validated programmes in the UK, USA, France, Israel, Australia and Holland. The curriculum content of this programme has been mapped against the APHEA core subject areas (Appendix 1) and the course aligns with the APHEA curriculum content guidelines (Appendix 2). The APHEA mapping process confirms that the curriculum and its contents adhere to European standards for a modern comprehensive postgraduate degree in public health. The MPH programme is also aligned with master's degree generic level descriptors; the 9 key competencies of the Faculty of Public Health; and the Public Health Skills and Knowledge Framework 2016:

http://www.fph.org.uk/learning_outcomes_framework

<https://www.gov.uk/government/publications/public-health-skills-and-knowledge-framework-phskf>

The MPH programme will cover a range of content that is in line with guidelines and competencies outlined above. The programme will also include contributions and support from specialist expertise from our network of public health professionals enabling students to understand how theory can be applied to practice in real life situations.

The Marjon MPH can differentiate itself from other programmes due to the pedagogical approach of the teaching team and the typical class size, which allows for significant contributions and reflections from the student cohort; many of whom are experienced and knowledgeable in a range of relevant fields. Active discussions in class are a core aspect of the Marjon MPH experience and are combined with significant support for those who may not have studied in Higher Education (HE) for a long time and the use of innovative applied assessment briefs. We understand that postgraduate study is a challenge, particularly when students are studying alongside employment, and with the stresses of family life that people are faced with in adulthood. The Marjon MPH experience is one of support and engagement with individuals and an understanding of the context in which people are often studying.

4. Programme Aims

The programme aims to:

Provide an advanced, contemporary education in public health theory, practice and research, which seeks to advance skills and capabilities to work within challenging and competitive public health contexts.

The programme objectives are to:

- Provide an education that is relevant to the contemporary global public health field.
- Introduce students to an interdisciplinary public health landscape informed by political, economic, and social science perspectives.
- Prepare graduates for future and concurrent academic, professional and managerial careers, within evolving global, national and local public health contexts.
- Prepare graduates with commitment and zeal towards supporting vulnerable and socially disadvantaged groups, tackling inequalities and promoting environmental sustainability.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. A systematic understanding of knowledge in the core disciplines of public health, to real world public health problems, locally, nationally & internationally.
2. An ability to manage the implications of public health ethical dilemmas and proactively formulate solutions for them.
3. An ability to critically evaluate appropriate policy responses to public health problems.
4. The ability to work with frameworks and theories for managing change at individual, community, population and organisational levels of working within public health.
5. A comprehensive understanding of techniques and methodologies for the assessment of health and wellbeing; including approaches to identifying and measuring risk and the communication of risk.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

6. The ability to critically interpret and communicate a range of data and evidence for effective public health practice.
7. The ability to critically assess key public health functions.
8. A level of conceptual awareness to critically evaluate qualitative and quantitative methods for measuring, analysing and interpreting health and wellbeing needs and outcomes, and argue alternative approaches.
9. Initiative and originality in problem solving key public health issues.
10. Competence in autonomous planning, task implementation, and decision making in complex areas within public health.

Practical skills:

By the end of this programme students should be able to demonstrate:

11. The ability to operate in a public health context and address complex and unpredictable issues.
12. The ability to exercise initiative and personal responsibility in public health practice.
13. Ability to use evidence and technical expertise in solving public health problems systematically, informed by concepts and practices relevant to the field of public health.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

14. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts.
15. The ability to use collaboration, negotiation and influencing skills in effective and ethical ways within a group situation.
16. The ability to construct effective relationships with others including peers, experts and lay audiences.
17. Competence in undertaking research tasks within public health contexts.

18. The ability to reflect and be self-aware, recognising your own strengths, limitations and personal and professional learning and development needs.

6. Learning and Teaching Methods

A range of learning and teaching approaches are utilised on modules to enable flexible student-centred learning. Many modules have a significant practical component that underpins the theoretical element. Teaching and learning on this programme will utilise a combination of the following:

Method	Description
Case Study	A process or record of research into the development of a particular person, group, or situation over a period of time.
Critical Reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.
Directed Study and Reading.	Time set aside by the teacher for learners to study a particular subject.
E- Learning	Computer, digital, technical and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Experiential Learning	The process of learning through experience, more specifically defined as "learning through reflection on doing".
Group Activities	Students will work with other cohort members in most modules to strengthen the teaching and learning process.
Group Critique	The presentation of work in progress to peers and/or staff / professionals in order to experience constructive criticism to enable development.
Guest Speakers	Using specialists from the field to present to students. Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.
Independent Learning	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Lectures	Subject introduced and delivered by the teacher in a specific time which transmits information.
Peer Group Study	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject.
Seminars	A group of about 15 people following up something that has already been introduced on the course, often within a lecture. Can involve reading of an essay or paper followed by discussion.
Tutorials	One-to-one teaching based on the learner's work. Can also be used for pastoral care.
Workshops	A group of people engaged in intensive study or work in a creative or practical field.

6.1 Learning Enhancement

There are a wide range of learning opportunities that are rooted in practice and experiential learning. The state-of-the-art facilities and current industry professionals in the form of permanent teaching staff and guest lecturers enables students to engage in the most relevant applied learning possible.

Postgraduate teaching and learning is designed to consolidate and then extend prior undergraduate level knowledge, skills and capabilities. While some students undertaking this programme may have graduated more recently from their undergraduate studies but may be less experienced in public health practice, many students will have a wealth of experience and professional practice yet be less familiar with studying academically. A particular feature of this programme is the support that is built into all modules for those that are returning to higher education after many years away and those that may be less confident of their academic abilities at this level.

All modules will make use of interactions between students through class discussion, and group tasks and projects. The prior experiences of students will be valued, contextualised, explored and where appropriate shared with other students allowing for vicarious learning and higher-level discussions about interprofessional working, theory into practice and the challenges faced in contemporary public health.

6.2 e-Learning

The course delivery team recognise the increasing contribution that digital resources make to the learning experiences of students and will work closely with the Digital Innovation Team to continually review and improve the use of technology in our course content.

All lectures will be recorded via the University's lecture capture system and will be available for students to access via the Virtual Learning Environment (VLE).

The course will make use of a range of digital tools across many elements of the teaching and learning experience from the use of online, blended learning packages and VLEs to e-submission and assessment tasks that are digital in nature. This will be achieved in partnership with students at all times to ensure that the range of tools and the subsequent skills required are appropriate and fully supported.

The course is designed to develop students' digital academic skills but also their abilities to function at a high level in the workplace so there will also be opportunities to develop digital competencies in areas such as communication & collaboration, identity and information management.

7. Modes of Assessment

The University has an overarching Assessment Policy to which the MPH programme is aligned. This policy lays out the key principles of assessment and states that all assessments should be explicit and transparent, valid, reliable, equitable and inclusive. In practice this means that we will make use of a range of assessment modes across the programme, all assessments will be clearly explained at the outset of all modules and time will be given to discussing them throughout each module. In many cases, module assessments will also offer students the chance to produce work that is meaningful to them and their public health interests by, where possible, allowing flexibility of topic but still remaining aligned with all required module learning

outcomes. Modules will also make use of methods of assessment that are meaningful and relevant to contemporary public health practice.

Method	Description
Case Study	Learning Outcomes will be assessed using an exercise where the student will read and interpret data/information and then present insights and analysis on that case study using concepts and theoretical frameworks covered in the module.
Podcast	A digital audio file made available on the Internet for downloading to a computer or mobile device.
Portfolio	A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations and task sheets, digital media.
Practical	Some aspects of the course are related to the development of personal skills and abilities e.g. behaviour change/coaching/mentoring. A practical assessment will require the student to demonstrate those skills and abilities that are covered throughout the module.
Presentation	Formally assessed presentations on either a specific theoretical topic or practical work in progress that are given in seminars/workshops by individuals or small groups of students.
Reflective essay	Critically analyses an intervention along with the processes and the theories presented within a presentation.
Report	A structured written response to an event or activity which critically analyses the processes and outcomes and makes recommendations.
Research Project	Detailed individual research or a sustained practical project, which is contextually grounded. All independent projects are negotiated with and supervised by an appropriate tutor.

All modules will include formative assessment opportunities to support learners. This will take place via tutorials and small group discussions.

8. Exemptions to University Regulations

University regulations state that the general marking practice for modules delivered at level 5 or above for summative assessment, where possible, will be marked anonymously. Regulations also state that examinations will be anonymously marked. In some forms of assessment, such as case studies, anonymity is difficult to maintain due to the nature of the content being discussed. In such cases, students will be notified of non-anonymised assessments at the beginning of the module and in all related paperwork for that module and assessment.

9. Work-Based Learning/Placement Learning

Work-based learning is integrated into the MPH in several modules. The Leadership module requires self-reflection and insight gained in the workplace and similarly, the final module; research project will also present students with the opportunity to undertake their research in real-world environments, located in current public health initiatives and practices.

10. Programme Structure

Part Time

Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PBHM51	Issues in Public Health	15	100% Coursework	A	Compulsory	Condonable
PBHM54	Quantitative approaches to Public Health	15	100% Coursework	A	Compulsory	Condonable
PBHM55	Leadership for Public Health	15	70% Coursework 30% Practical	B	Compulsory	Condonable
PBHM58	Behavioural Science for Public Health	15	50% Coursework 50% Practical	B	Compulsory	Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PBHM52	Qualitative approaches to public health	15	50% Coursework 50% Practical	A	Compulsory	Condonable
PBHM53	Health Promotion	15	100% Coursework	A	Compulsory	Condonable
PBHM56	Public Health Policy & Politics	15	70% Coursework 30% Practical	B	Compulsory	Condonable
PBHM57	Health Protection	15	100% Practical	B	Compulsory	Condonable

Level 7-Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PBHMD2	Research Project	60	80% Coursework 20% Practical	X	Compulsory	Non- Condonable

Key: Semester X = A & B

Full-Time

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PBHM51	Issues in Public Health	15	100% Coursework	A	Compulsory	Condonable
PBHM52	Qualitative approaches to public health	15	50% Coursework 50% Practical	A	Compulsory	Condonable
PBHM53	Health Promotion	15	100% Coursework	A	Compulsory	Condonable
PBHM54	Quantitative approaches to Public Health	15	100% Coursework	A	Compulsory	Condonable
PBHM55	Leadership for Public Health	15	70% Coursework 30% Practical	B	Compulsory	Condonable
PBHM56	Public Health Policy & Politics	15	70% Coursework 30% Practical	B	Compulsory	Condonable
PBHM57	Health Protection	15	100% Practical	B	Compulsory	Condonable
PBHM58	Behavioural Science for Public Health	15	50% Coursework 50% Practical	B	Compulsory	Condonable
PBHMD2	Research Project	60	80% Coursework 20% Practical	X	Compulsory	Non- Condonable

Delivery Pattern

Part-Time: Modules are to be taken in the following order (33.3% intensity per year):

Year 1: one of the following combinations:

(i) PBHM51 (15c), PBHM54 (15c), PBHM55 (15c), PBHM58 (15c) = 60 credits

(ii) PBHM52 (15c), PBHM53 (15c), PBHM56 (15c), PBHM57 (15c) = 60 credits

Year 2: the combination of modules above, that was not completed in year 1.

Year 3: PBHMD2 (60c) = 33.3% intensity

Up to 30 credits can be condoned on this programme.

Threads

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Module Code	Module Title	Thread
PBHM51	Issues in Public Health	1,2,3, 5
PBHM52	Qualitative approaches to public health	1,2,3
PBHM53	Health Promotion	1,2,3,4,5
PBHM54	Quantitative approaches to Public Health	1,2,3
PBHM55	Leadership for Public Health	1,2,3,4
PBHM56	Public Health Policy & Politics	1,2,3,4,5
PBHM57	Health Protection	1,2,3,5
PBHM58	Behavioural Science for Public Health	1,2,3,4,5
PBHMD2	Research Project	1,2,3

Key:

1. Leadership
2. Research
3. Employability
4. Behaviour Change
5. Health Inequalities

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

N/A

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions. Graduates from this programme will be well placed to compete for local, national and international doctoral studentships as and when the opportunities arise.

14. Employability and Career Progression Opportunities

Employers are seeking public health professionals educated to at least Master's degree level (with public health being the subject of either the undergraduate or postgraduate degree). Employers increasingly look to highly academically qualified people who have the necessary skills and experience to work in today's industry to fill project and programme manager vacancies. The Faculty of Public Health and Public Health England skills frameworks have informed the content and development of this programme.

The sought-after skills include:

- Experience of scientific writing, including report writing;
- Excellent project management skills;
- Experience of delivering projects on time and on budget;
- Experience in designing and implementing research studies and evaluations;
- In-depth knowledge of public policy clients and markets;

- An ability to lead proposals and pitches.

Our post-graduates will be well placed to meet these industry requirements in roles such as public health practitioners, public health specialists, social prescribers and charities. The programme is designed to support those who aspire to senior roles in public health and as such content can also be mapped towards UKPHR registration.

Successful completion of the Master of Public Health should mean an individual has the ability, skills and confidence to secure a position in a public health organisation or initiative.

Employability Skills may include:

Analytical thinking and innovation—students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.

Active learning and reflective practice—students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.

Creativity, originality and initiative—students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.

Critical thinking and analysis—students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion

Complex problem-solving—students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.

Leadership and social influence—students are able to motivate others to act towards achieving a common goal.

Emotional intelligence—students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.

Reasoning, problem-solving and ideation—students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions.

Systems analysis and evaluation—students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way.

Digital Skills may include:

ICT Proficiency and Productivity—students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)

Digital Collaboration, Participation, Communication—students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications).

Finding Digital Information and Data Management—students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using advanced online searches, citation management software, library databases). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).

Digital Learning and Teaching—students are able to identify and use digital learning resources, apps and services (e.g. a VLE, Lecture replay systems, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).

Digital Problem Solving, Creation & Development—students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).

Digital Security, Well-being and Identity—students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

Disclosure and Barring Service (DBS) Checks

If a student analyses the results of data that has been completed by vulnerable adults or children independently, there would be no need for DBS checks. If a student is working directly with children or vulnerable adults DBS checks will need to be completed on an individual basis depending on the activity.

15. Support for Students and for Student Learning

Students have full access to university facilities for academic and pastoral support and guidance.

Student health and wellbeing is important for effective learning and there are a range of ways that students will be supported by the programme team and wider colleagues of the University outlined below. Common methods of supporting student's health and wellbeing on this course will include the balanced provision of course content and demands, a focus on engagement and student voice, and support for developing efficient and effective academic practices. We will also encourage the development of peer support mechanisms and social networks and demonstrate an appreciation of the challenges of postgraduate study for both emerging and mid-career professionals.

Student support and guidance is promoted via the following platforms:

- Extensive library and other online learning resources and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- Student Support and Staff-Student Liaison Committee (SSLC)
- Tutorial staff, including programme leaders, module leaders and tutors and

personal development tutors

Personal Development Tutors

Every student in the University is allocated a Personal Development Tutor. It will be a priority to assign Masters' students with a member of staff that teaches them within the first semester wherever possible. Tutors assist in evaluating student progress and provide appropriate pastoral and subject advice to support a student's area of study, accommodation and financial information.

Module Tutors

Support for learning and completing assessment tasks is offered by specialist academic staff alongside the module leader.

University programme and support staff spend a significant amount of energy in assuring the total student experience is extended, enhanced, and enriched; extended in the sense that students are prepared for a higher education experience, enhanced in the sense that students have a successful and enjoyable experience during their studies, and enriched in the sense that students are able to undertake opportunities to guide lifestyle and career aspirations alongside their studies. In addition, the programme will facilitate guest lecturers who add value to the student experience by bringing additional knowledge.

Online and Distance Learning

Online provision will support students throughout their studies. All teaching will be supported using the institutional VLE. Lecture slides, reading lists, tasks, explainers and other content will be posted on the VLE and this will be the location where all coursework is uploaded and retrieved once marked. Staff will be contactable by email and regular use of MS Teams is made for tutorials, teaching and communication. Since 2020, the rapid expansion in use of video conferencing and team communication platforms has presented additional options for teaching and learning delivery and while the programme is built on face to face, in-class delivery we do make use of these options. Such delivery decisions are made wherever possible so that they align with the needs of the student group in question.

Equality and Diversity

Questioning issues around equality and diversity are implicit in our programmes. Through assessed exploration of public affairs and politics and discussions around race, gender and disability, students on this programme will be challenged to unpack stereotypes and question discrimination throughout their studies. We work closely with student support to ensure that those who need extra help receive assistance from the university.

Study Skills

Study skills support for students will be integrated into the modules. All modules will have a built-in formative assessment, to help individual students identify any specific areas where support is required. In addition to this, dedicated workshops will be provided in term 1 and 2 for the final research project, which all students, whether full time or part time could attend. During the workshops guidance will be given on planning a study; ethics; writing an introduction; critically appraising literature; methods and methodologies; presenting results/findings; discussion of findings; and reflecting on research practice.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing

and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

17. Other Stakeholder Feedback

Feedback received throughout the period of the previous iteration of the programme has been used to inform changes made to this version.

Stakeholders including students, delivery staff, UKHSA SouthWest, the Office of the Director of Public Health Plymouth (ODPHP) and MPH graduates have been part of conversations and feedback exercises and have helped make ongoing changes to assessment methods (e.g. types of assessment, assessment support, deadlines and assessment calendar), teaching methods (e.g. use of online meeting software, lecture recording, Virtual learning environments) and content (e.g. module titles and content). A number of public health professionals have been involved in the delivery of modules allowing them to have insight into the topics that are covered and to help shape improvements.

Regular feedback was also received from the Programme's External Examiners who reviewed coursework and course materials at regular intervals and provided feedback to help guide further development.

Key changes to this iteration of the programme have been the addition of more behavioural science input and the integration of health economics and epidemiology content.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed, and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

