### Part A: Programme Summary Information

1. **Title of programme:** Master of Public Health (MPH) Programme
2. **Programme Code:** HPMA
3. **Entry Award(s):**
   - ☒ PGDip: 120 credit, Level 7
   - ☒ PGCert: 60 credit, Level 7
   - ☐ PG Award
   - ☐ DPS
   - ☐ CPS
   - ☒ Other (please specify below): 180 credit, Level 7

   **MPH**

4. **Exit Awards:**
   - ☒ PGDip: 120 credit, Level 7
   - ☒ PGCert: 60 credit, Level 7
   - ☒ PG Award: 30 credit, Level 7
   - ☐ CPS

   Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:

   
   Students can be awarded the Postgraduate Diploma in Public Health if they have passed the following 2 modules:
   - Epidemiology and Statistics for Public Health I
Qualitative Research Methods
Plus a further 90 credits. Otherwise, the award will be unnamed.

Students can be awarded the Postgraduate Certificate in Public Health if they have passed the following 2 modules:
Epidemiology and Statistics for Public Health I
Qualitative Research Methods
Plus a further 30 credits. Otherwise, the award will be unnamed.

5. **Date of first intake:**
   - September 1990 (first intake)
   - September 1997 (first intake on the modular degree)

6. **Frequency of intake:**
   - Annually, in September

7. **Duration and mode of study:**
   - FT1
   - PT3

8. **Applicable framework:**
   - University Framework for Full-time and Part-time Modular Postgraduate Programmes

   **Framework exemption required:**
   - ☒ No (please go to section 9)
   - ☐ Yes (please provide a brief summary below)

9. **Applicable Ordinance:**
   - Ordinance 42

   **New/revised Ordinance required:**
   - ☒ No (please go to section 10)
   - ☐ Yes (please provide a brief summary below)

10. **Faculty:**
    - Health & Life Sciences

11. **Level 2 School/Institute:**
    - Institute of Learning & Teaching.

12. **Level 1 unit:**
    - School of Medicine

13. **Campus:**
    - Liverpool

14. **Other contributors from UoL:**
    - Department of Public Health & Policy

15. **Teaching other than at UoL:**
    - NHS and External Honorary Lecturers, Public Health England, Heart of Mersey, Nordic
### Programme Specification PG

<table>
<thead>
<tr>
<th>16: Director of Studies:</th>
<th>Dr Francine Watkins</th>
</tr>
</thead>
<tbody>
<tr>
<td>17: Board of Studies:</td>
<td>Master of Public Health Board of Studies</td>
</tr>
<tr>
<td>18: Board of Examiners:</td>
<td>Board of Examiners for the Master of Public Health Degree</td>
</tr>
</tbody>
</table>
| 19. External Examiner(s):| Dr Richard Cooper  
Name: Section of Public Health  
Institution: SchHARR  
Position: University of Sheffield  
Regent Court  
30 Regent Street  
Sheffield  
S1 4DA |
|                          | Dr Richard Feltbower  
Name: Senior Lecturer in Epidemiology  
Institution: Leeds Institute of Genetics, Health & Therapeutics  
Position: 8.001 Worsley Building  
University of Leeds  
LS2 9JT |
|                          | Professor Ted Shrecker  
Name: Professor of Global Health Policy  
Institution: School of Medicine, Pharmacy and Health  
Position: F117, Wolfson Research Institute  
Queen's Campus,  
Durham  
University  
Stockton-On-Tees  
TS17 6BH |
| 20. Professional, Statutory or Regulatory body: | Faculty of Public Health |
| 21: QAA Subject benchmark Statements(s): | N/A |
| 22. Other reference points: | Faculty of Public Health |
| 23. Fees: | Medicine (Non-clinical) |
| 24. Additional costs to the student: | Photocopying / printing charges, binding of theses, additional costs incurred for some specialist study modules |
| 25: AQSC approval: | |

### Part B: Programme Aims & Objectives
### Aims of the Programme

**No.** 1. **Aim:**

On completion of the programme: the student should have a foundation in the science and art of public health, including an understanding of the concepts of health and disease and factors, which may affect these. The resulting knowledge, skills and attitudes should enable them to put public health principles into effect in a variety of settings including research, practice and the interface of applied research.

### Learning Outcomes

#### Learning outcomes – Master’s degree

1. To demonstrate an in-depth understanding of the key range of epidemiological research methods, together with statistical methods required for basic presentation, analysis and interpretation of data and critical evaluation research in the context of existing knowledge.

2. To appraise critically the process of undertaking qualitative research, including the theoretical basis and methods for the analysis, interpretation and presentation of findings and published research.

3. To have a systematic in-depth knowledge of the principles and procedures for ethical research practice.

4. To demonstrate an in-depth knowledge of the principles of health promotion practice and methods in the evaluation of health promotion.

5. To appraise critically the theory and application of managing health systems from the perspectives of relevant organisations and stakeholders involved in the delivery of health services and public health.

6. To demonstrate a critical knowledge of the sociological perspectives of health and society and apply them to key contemporary public health issues.

7. To appraise critically and apply the relevant knowledge and skills from a range of disciplines to public health problems and integrate these in an appropriate way in formulating potential responses and solutions.

8. To demonstrate an in-depth systematic understanding of public health research integrating different subject areas by planning and implementing a small-scale research project and produce a clear and accurate written research report that conveys the public health context and implications.

#### Learning outcomes – Postgraduate Diploma

1. To demonstrate an in-depth understanding of the key range of epidemiological research methods, together with statistical methods required for basic presentation, analysis and interpretation of data and critical evaluation research in the context of existing knowledge.

2. To appraise critically the process of undertaking qualitative research, including the theoretical basis and methods for the analysis, interpretation and presentation of findings and published research.

3. To have a systematic in-depth knowledge of the principles and procedures for ethical research practice.
4. To demonstrate an in-depth knowledge of the principles of health promotion practice and methods in the evaluation of health promotion.

5. To appraise critically the theory and application of managing health systems from the perspectives of relevant organisations and stakeholders involved in the delivery of health services and public health.

6. To demonstrate a critical knowledge of the sociological perspectives of health and society and apply them to key contemporary public health issues.

7. To appraise critically and apply the relevant knowledge and skills from a range of disciplines to public health problems and integrate these in an appropriate way in formulating potential responses and solutions.

**Learning Outcomes**

No. | Learning outcomes – Postgraduate Certificate
--- | ---
1. | To demonstrate an in-depth understanding of the key range of epidemiological research methods, together with statistical methods required for basic presentation, analysis and interpretation of data and critical evaluation research in the context of existing knowledge.

2. | To appraise critically the process of undertaking qualitative research, including the theoretical basis and methods for the analysis, interpretation and presentation of findings and published research.

3. | To have a systematic in-depth knowledge of the principles and procedures for ethical research practice.

4. | To appraise critically and apply the relevant knowledge and skills from a range of disciplines to public health problems and integrate these in an appropriate way in formulating potential responses and solutions.

**Learning Outcomes**

No. | Learning outcomes – Postgraduate Award
--- | ---

The learning outcomes for the Postgraduate Award are variable, depending on the modules to the value of 30 credits that have been successful passed.

27a. | Mapping of subject-based learning outcomes:
--- | ---
Learning outcome No. | Module(s) in which this will be delivered | Mode of assessing achievement of learning outcome | PSRB/Subject benchmark statement (if applicable)
--- | --- | --- | ---
1. | Epidemiology and Statistics for Public Health 1 (PUBH110); Epidemiology and Statistics for Public Health 2 (PUBH250) | By written examination and written assignment | N/A

2. | Qualitative Research Methods (PUBH160) | By written assignment | N/A

3. | All (PUBH110; PUBH150; PUBH130; PUBH170; PUBH160) | By written assignments and written | N/A
<table>
<thead>
<tr>
<th>Programme</th>
<th>Course Code</th>
<th>Assessment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH407; PUBH250; PUBH210; PUBH210; PUBH220; PUBH406; PUBH300</td>
<td>examination. Dissertation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Improvement (PUBH411)</td>
<td>By written Assignment</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Management of Health Systems (PUBH412)</td>
<td>By written assignment and group presentation</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Health &amp; Society (PUBH410)</td>
<td>By written assignment</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>All (PUBH110; PUBH150; PUBH130; PUBH170; PUBH160; PUBH407; PUBH250; PUBH210; PUBH210; PUBH220; PUBH406)</td>
<td>By written assignments and/or examination and group presentation</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>All (PUBH110; PUBH150; PUBH130; PUBH170; PUBH160; PUBH407; PUBH250; PUBH210; PUBH210; PUBH220; PUBH406) Dissertation PUBH300</td>
<td>By written assignments and/or examination Dissertation and Viva Voce</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

28. Skills and Other Attributes

**No.**  
**Skills and attributes:**

1. **Written communication skills.** This will be developed across all the modules on the Masters programme through both individual written assessments and group projects.

2. **Cognitive skills** such as critical thinking, developing arguments and problem solving through online group work, individual assignments and self-assessment. These skills will be particularly developed through continuous written assessment.

3. **Multidisciplinary teamwork skills,** negotiation and influencing others through collaborative group project work and role play.

4. **Managing own learning through time and task management,** self-directed learning and self-reflection skills which are continuously developed throughout the duration of the programme in all modules; and through project planning and implementation which is assessed through the dissertation.

5. **Information and communications technology skills,** including basic word processing, data and graphical presentation and the use of presentation software through taught sessions on the Epidemiology and Statistics for Public Health 1 and Epidemiology and Statistics for Public Health 2 module. ICT skills are also used in other modules. Skills learnt can contribute towards completion of the European Computer Driving Licence.

6. **Application of numbers** (general numeracy skills) and skills in statistical analyses assessed through the Epidemiology and Statistics for Public Health 1 and Epidemiology and Statistics for Public Health 2.

7. **Research skills** assessed through the core modules Epidemiology and Statistics for Public Health 1 and Qualitative Research Methods and through the dissertation.
## 28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>All</td>
<td>Written Communication skills</td>
<td>By written examination and extended essay</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>Verbal communication</td>
<td>By individual and group presentation</td>
</tr>
<tr>
<td>2.</td>
<td>All</td>
<td>Cognitive Skills</td>
<td>By written examination and extended essay. Self-directed and class exercises.</td>
</tr>
<tr>
<td>3.</td>
<td>All but in particular PUBH 170 PUBH 407</td>
<td>Team working</td>
<td>By group presentation</td>
</tr>
<tr>
<td>4.</td>
<td>All</td>
<td>Managing own learning</td>
<td>By preparation for contact sessions and assessments</td>
</tr>
<tr>
<td>5.</td>
<td>PUBH 110 PUBH 250 PUBH 160</td>
<td>Research method skills</td>
<td>By written examination (PUBH110 &amp; PUBH250) and extended essay (PUBH110, PUBH250 PUBH160) Dissertation (PUBH 300)</td>
</tr>
<tr>
<td>6.</td>
<td>PUBH 110 PUBH 250</td>
<td>Computing Statistics and Data Analysis</td>
<td>By written examination and written report</td>
</tr>
<tr>
<td>7.</td>
<td>PUBH 300</td>
<td>Project planning and management of 10,000 word research dissertation</td>
<td>By dissertation and oral examination</td>
</tr>
</tbody>
</table>

## 29 Career opportunities:

- The MPH forms a core component of Faculty of Public Health approved training programmes for both NHS Specialist Registrars in public health, working towards a Certificate of Completion of Specialist Training, and for non-clinical public health specialist Trainees. The MPH also provides a strong basis for the Faculty of Public Health Part A and B exams.
- In addition to NHS public health careers, the MPH provides a solid foundation for public health research and practice in a variety of public,
Part C: Entrance Requirements

30 Academic Requirements:

The Master of Public Health (MPH) programme is available to any University graduate in a health or health-related profession, as well as non-health-related graduates and others approved by the University. This includes:

- Graduates in medicine of an approved university who have not less than one year (and preferably longer) post-registration professional experience;
- Other health-related graduates of an approved university or other institution who have not less than two years of professional experience;
- Non-health-related graduates, and others who have satisfied the requirements of approved Exam Boards, or have satisfied the University that they are suitably qualified to undertake a postgraduate course. They must have at least three years approved professional experience, and either completed the final examination of an approved professional institution, or obtained some other qualification approved for this purpose by the University.
- In addition, applicants require a GCSE Grade C or GCE O Level pass in Mathematics and English, or an equivalent qualification.

International students

International students are encouraged to apply to undertake the programme; these may include professionals working, for example, in health promotion, policy development and evaluation, in government or non-governmental organisations and other health-related agencies. International students should note that the working language for the programme is English. This is a linguistically demanding programme and students whose first language is not English are required to have passed the IELTS (International English Language Testing System) or TEEP (Test of English for Educational Purposes) examination before commencing the programme. The following standard is required:

- an overall score of at least 7.5
- a score of at least 7.0 on each of the four elements of IELTS
- the IELTS reading and writing tests taken by candidates must be the Academic Reading and Academic Writing tests

Where English is the first language, overseas students are usually expected to be able to demonstrate their English language proficiency equivalent to that of the International English Language Testing System (IELTS) requirements and we therefore strongly recommend that all overseas applicants take the IELTS or TEEP examination.

31 Work experience:

See Academic Requirements

32 Other requirements:
Part D: Programme Structure

Programme Structure:

The programme is modular and runs over three semesters (MPH) or two semesters (PGDipPH, PGCertPH) respectively, commencing in late September. Semesters 1 and 2 each comprise twelve weeks of active learning followed by one week of assessment. MPH students have to complete 6 Core modules to the value of 90 credits, and choose 2 modules to the value of 30 credits from the Specialist Study Module options (total taught 120 credits). Masters students will also complete a dissertation (60 credits).

PGDipPH students have to complete Epidemiology and Statistics for Public Health 1 and Qualitative Research Methods modules to the value of 30 credits, and choose further modules to the value of 90 credits (total 120 credits). PGCertPH students must complete Epidemiology and Statistics for Public Health 1 and Qualitative Research Methods, each worth 15 credits and choose further modules to the value of 30 credits (total 60 credits).

The programme offers the option of full-time study over one year, or part-time for up to 3 years for students who wish to study while in employment and where the programme can form an integral part of their professional development.

All students will be expected to attend a 2 day compulsory introductory course at the start of their studies, which is not assessed.

<table>
<thead>
<tr>
<th>Full time students will:</th>
<th>Part time students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Masters</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MPH</strong></td>
<td></td>
</tr>
<tr>
<td>● attend for direct contact teaching for two days per week over two semesters;</td>
<td>● attend for direct contact teaching one day per week over four semesters;</td>
</tr>
<tr>
<td>● complete open learning materials equivalent to a further two days per week for two semesters;</td>
<td>● complete open learning materials equivalent to one day per week over four semesters;</td>
</tr>
<tr>
<td>● prepare and submit a dissertation.</td>
<td>● prepare and submit a dissertation usually within one academic year of completing the taught component.</td>
</tr>
<tr>
<td><strong>Postgraduate Diploma</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PGDipPH</strong></td>
<td></td>
</tr>
<tr>
<td>● complete the programme in two semesters;</td>
<td>● normally complete the programme in four semesters;</td>
</tr>
<tr>
<td>● attend for direct contact teaching for two days per week over two semesters;</td>
<td>● attend for direct contact teaching one day per week over four semesters;</td>
</tr>
<tr>
<td>● complete open learning materials equivalent to a further two days per week for two semesters.</td>
<td>● modules taken must include Epidemiology and Statistics for Public Health I + Qualitative Research Methods</td>
</tr>
<tr>
<td>●</td>
<td>● complete supported open learning materials equivalent to one day per week over four semesters;</td>
</tr>
</tbody>
</table>
**Programme Specification PG**

**Postgraduate Certificate: PGCertPH**

- complete the programme in one semester
- attend for direct contact teaching for two days per week over one semester;
- complete open learning materials equivalent to a further two days per week for one semester.

- normally complete the programme in two semesters;
- attend for direct contact teaching one day per week over two semesters;
- modules taken must include Epidemiology and Statistics for Public Health I + Qualitative Research Methods
- complete open learning materials equivalent to one day per week over two semesters.

### OVERVIEW OF PROGRAMME STRUCTURE

**Introductory Week**

- Introduction to campus, Department, teaching staff and fellow students.
- Introduction to supported open learning and related study skills.
- Setting the scene: Introduction to modules.

**Semester 1:**

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AM</strong></td>
<td><strong>PM</strong></td>
</tr>
<tr>
<td><strong>Core</strong></td>
<td><strong>Core</strong></td>
</tr>
<tr>
<td>Health and Society (15 credits)</td>
<td>Epidemiology and Statistics for Public Health 1 (15 credits)</td>
</tr>
</tbody>
</table>

**Semester 2:**

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AM</strong></td>
<td><strong>PM</strong></td>
</tr>
<tr>
<td><strong>Core</strong></td>
<td><strong>Specialist Study Module</strong></td>
</tr>
<tr>
<td>Qualitative Research Methods (15 credits)</td>
<td>Epidemiology and Statistics for Public Health 2 (15 credits)</td>
</tr>
</tbody>
</table>

* Students choose specialist study modules (SSMs) to make up the remaining number of credits, which may be taken in place of those offered above.
Health Impact Assessment (15 credits)
European Public Health: Policy and Practice (15 credits)

**Semester 3:**
Semester 3 is time dedicated to the dissertation and is equivalent to 60 credits.

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34. **Industrial placement/work placement/year abroad:**
N/A

35. **Liaison between the Level 2 Schools/Institutes involved:**
N/A

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**Part E: Learning, Teaching and Assessment Strategies**

36. **Learning, Teaching and Assessment Strategies:**

Public Health encompasses a broad range of subjects some of which require traditional analytical scientific thinking (for example statistics) whilst others require a more flexible and creative approach (for example Health Improvement). The practice of effective public health requires the synthesis of these aspects and the programme is designed to enable students to gain competence in the application of these disciplines. This is achieved by the interplay of several factors:

- Small class or group size;
- Attention to individual student needs;
- Utilisation of the multi-disciplinary experience in the classroom;
- A focus on the end point rather than the entry point, and so recognising that whilst travelling the same route, individuals can proceed at differing rates;
- Maturity and commitment of the students, factors especially addressed in the admission process;
- The system of dissertation supervisors.

Other aspects of the programme that enhance learning include:

- Integration of subjects through the Health Inequalities module and the Dissertation;
- Inclusion of self-assessment exercises throughout the supported open learning materials and discussion of the exercises are a major component in the content and purpose of the contact sessions. This form of self-assessment is not formally assessed but is intended as an aid to learning and to promote self-evaluation skills;
- An emphasis on group working, for example by undertaking group projects;
- Support sessions (not the scheduled direct contact time) to meet any queries students may have as they progress through the supported open learning material arranged via Blackboard, our Virtual Learning Environment. These vary from module to module, but include chat rooms, discussion forums and notice boards where students can post questions online and anonymously if necessary. Module leaders may also arrange ‘happy hours’ where they are available at set times to answer any topic related queries, and ‘clinics’ at which pre-agreed areas can be discussed by more than one student;
- A change in emphasis as the course progresses from being predominantly ‘tutor in charge’ and subject based at the start towards ‘student in charge’ and problem solving at the end. This will provide the students with more structure in the early stages but allow them greater control of learning later on;

*Open learning.*

Open learning provides an opportunity to structure the modules in a way that better meets
individual learning styles. Compared with a more traditional style, open learning gives the student greater control over the process. The modules are delivered by a mixture of:

- direct contact time;
- supported open learning materials.

The modules are designed to cover the set syllabus whilst allowing students the flexibility to learn in a way and time best suited to their individual needs. Areas that are most effectively covered by interaction and discussion, as well as those that may be conceptually difficult, are covered by direct contact. Even here a didactic teaching style is used only as necessary, with the emphasis of teaching being on interaction and experiential learning. Supported open learning materials deliver the remainder of the modules. The intention is to develop the ability in students for self-directed learning, so the styles of teaching and learning change in emphasis through the modules. In the early stages the material is subject based (for example epidemiology) and fairly structured. As the student matures in knowledge and skill the material becomes more interactive and problem solving in approach. The culmination of this is in the Health Inequalities module and the dissertation where the student will set their objectives and work (under supervision) to their own agenda.

Broadly a student will be encouraged and guided in the development of five key areas:

1. Competence in the main disciplines.
3. Breadth of vision and critical reasoning.
4. Effective communication of ideas in both written and spoken formats.
5. Ability to work effectively both alone and in teams.

Group dynamics have been identified as important, contributing to enjoyment of the programme and the creation of an atmosphere conducive to effective learning. When designing the modules every effort has been made to integrate the teaching of part time students and full time students while maintaining a structure that builds group identity.

**Assessment strategies**

<table>
<thead>
<tr>
<th>Module / Ref.</th>
<th>Nature of the assessment</th>
<th>Proportion of Marks Awarded</th>
<th>Hours of Study</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology and Statistics for Public Health 1 PUBH110 Core Module</td>
<td>2,000 word report</td>
<td>40%</td>
<td>150</td>
<td>15 Credits</td>
</tr>
<tr>
<td></td>
<td>2 hour exam of short answer questions and questions based on a seen publication</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Society PUBH150 Core Module</td>
<td>Individual written paper of 5,000 words.</td>
<td>100%</td>
<td>150</td>
<td>15 Credits</td>
</tr>
<tr>
<td>Health Improvement PUBH130 Core Module</td>
<td>Individual written paper of 5,000 word assignment</td>
<td>100%</td>
<td>150</td>
<td>15 Credits</td>
</tr>
<tr>
<td>Management of Health Systems</td>
<td>Individual written paper of 3,500 words.</td>
<td>70%</td>
<td>150</td>
<td>15 Credits</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Learning Outcomes</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>PUBH170</td>
<td>Core Module</td>
<td>Group presentation and group report of 1,500 words.</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>PUBH160</td>
<td>Core Module</td>
<td>Individual written paper of 3,000 words and 2,000 word written critical appraisal</td>
<td>100%</td>
<td>150</td>
</tr>
<tr>
<td>PUBH407</td>
<td>Core Module</td>
<td>Individual written paper of 3,500 words.</td>
<td>70%</td>
<td>75</td>
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<tr>
<td>PUBH160</td>
<td>Core Module</td>
<td>Group presentation and group report of 1,500 words.</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>PUBH250</td>
<td>Optional Module</td>
<td>2,000 word assignment based on developing a research protocol</td>
<td>40%</td>
<td>150</td>
</tr>
<tr>
<td>PUBH250</td>
<td>Optional Module</td>
<td>2 hour exam of short answer questions and questions based on a seen publication</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>PUBH410</td>
<td>Optional Module</td>
<td>5,000 word written assignment following programme</td>
<td>100%</td>
<td>150</td>
</tr>
<tr>
<td>PUBH210</td>
<td>Optional Module</td>
<td>Group work participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH220</td>
<td>Optional Module</td>
<td>2 x 2,500 word written assignments</td>
<td>50%</td>
<td>150</td>
</tr>
<tr>
<td>PUBH210</td>
<td>Optional Module</td>
<td>2 x 2,500 word written assignments</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>PUBH406</td>
<td>Optional Module</td>
<td>1 x 5,000 word written assignment</td>
<td>100%</td>
<td>150</td>
</tr>
<tr>
<td>PUBH406</td>
<td>Optional Module</td>
<td>1 x 5,000 word written assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH300</td>
<td>1 x 10,000 word thesis</td>
<td>100%</td>
<td>600</td>
<td>60 credits</td>
</tr>
</tbody>
</table>

36a. Learning, Teaching and Assessment methods:

- Individual Written assignments
- Written Examinations
- Group presentations
- Group reports
- Dissertation
Viva Voce

37. Assessment information for students:

Code of Practice on Assessment

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University’s expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The framework for modular, postgraduate programmes;
- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University’s policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click here to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

The mark criteria for assessment tasks can be found in information for each module on VITAL

All students who submit dissertations for the Master in Public Health degree will have to undertake a viva. Students will be called to attend a viva voce examination conducted by a panel of two internal examiners and attended by an external examiner. Final results for Masters students will be decided following the viva voce examinations.

38. Student representation and feedback:

The student cohort nominates and elects student representatives. Student representatives will meet with Programme Staff at least once a semester as a Staff Student Liaison Committee (SSLC).

Student representation on the Board of Studies will be sought or, if no such representation is available, the formal mechanisms by which student views reach the Board of Studies are made clear to the student group and the SSLC.

Individual modules are evaluated by student questionnaires and by feedback
collected by the student representatives, which is fed back at the SSLC Meeting. Evaluation of dissertation supervision is additionally carried out using questionnaires sent to those who have graduated from the programme with a Master of Public Health Degree.

In addition, there are opportunities for less formal mechanisms for feedback through tutors and emails to the Programme Team members – both of which are encouraged.

**Part F: Status of Professional, Statutory or Regulatory Body Accreditation**

39. **Status of Professional, Statutory or Regulatory Body Accreditation:**

Specialist Registrar training in Public Health required by the Faculty of Public Health.

**Part G: Diversity & Equality of Opportunity and Widening Participation**

40. **Diversity & Equality of Opportunity and Widening Participation:**

The University of Liverpool is committed to providing a positive learning environment free from discrimination, harassment and victimisation on the grounds of gender, race, disability, spent criminal convictions (where there is no exemption from the legal provisions in place), sexual orientation, religion and beliefs, socioeconomic background or age and where all members of the University community are treated with respect and dignity.

The ways in which the University demonstrates this commitment are articulated in our Diversity and Equality of Opportunity Policy and action plan and in supporting documents such as the Race Equality Scheme and Action Plan, the Disability Equality Scheme and Action Plan and the Gender Equality Scheme and Action Plan. These Schemes and further information on the University’s commitment to diversity and equality can be found at: [http://www.liv.ac.uk/hr/diversity_equality](http://www.liv.ac.uk/hr/diversity_equality).

**ANNEX 1**

**Annex Of Modifications Made To The Programme**

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change from PG School of Medicine Board of Studies to Master of Public Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>