

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Public Health

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	LL51
JACS Code	B900
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	There are no specific SBS for Public Health. Instead the programme has been informed by a number of other sources: UK Public Health Skills and Knowledge Framework (2016) SBS for Health Studies (2016) National occupational standards for the practice of public health guide (2004) The Marmot Review (2010) Fair Society, Healthy Lives Academy of Medical Sciences (2016) Improving the health of the public by 2040
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Science with Honours in Public Health Diploma of Higher Education in Public Health Certificate of Higher Education in Public Health
Programme Leader	Conan Leavey

Educational aims of the programme

This programme aims to provide students with a learning experience in public health, which will develop their employability skills and their ability to articulate those skills within the wide variety of public health practice.

It aims to prepare students to react and intervene, to actively promote health and be advocates for public health at an individual and population level. The programme also aims to provide students with the knowledge and skills to evaluate the impact of their own professional work.

In particular the programme aims to:

1. Develop knowledge and understanding of the discipline of public health.
2. Develop the knowledge and skills needed for employment in public health practice.
3. Raise awareness of the population approach to health that will enable students to bring an enhanced public health dimension to their work with any future employing organisation.
4. Enhance the development of students' interpersonal, team-working, time management, computer, numeracy, literacy, problem solving, critical thinking, flexible thinking and communication skills.
5. Provide guidance on personal development planning at all levels and thereby facilitate students' development as independent lifelong learners.
6. Provide a supportive and collaborative learning environment, which is sensitive to the needs of all learners, and widen access to learners from a range of backgrounds and abilities.
7. Produce proactive, flexible graduates who can respond effectively to changes in public health policy and practice.
8. Provide opportunities for students to learn from work-based placements and projects.
9. Encourage students to engage with the development of employability skills by completing self-awareness and organisational awareness statements.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

Recognise theories and principles from several of the disciplines that inform public health and exercise the essential skills of academic work.

Understand the nature of communities, contemporary public health issues, and the basics of public health policy

Use the basic mechanisms of scholarship correctly to produce well-structured and effective writing and presentations.

Engage in Personal Development Planning (PDP) and begin to take responsibility for their own learning.

Understand how legislation is created and implemented to improve the health of the public

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

Examine the concepts inherent in the discipline of public health, produce new ideas about how they can be improved and applied, and use them to suggest solutions to real-world or simulated problems.

Analyse and evaluate information about public health

Make judgments on policy and practice relating to public health and review the evidence base for practice.

Develop an understanding of research methods and their practical application in public health through a research proposal.

Produce good quality work as an individual and demonstrate the ability to contribute to team work.

Through work-based learning develop an understanding of key professional and organisational skills required in public health practice.

Target award Learning Outcomes - Bachelor of Science with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Explain the key determinants of health, the concept of risk and demonstrate knowledge of important contemporary risks to population health.
2. Explain mechanisms for the surveillance and assessment of population health and wellbeing at practitioner level.
3. Demonstrate knowledge of qualitative and quantitative research methods to improve health and wellbeing and to identify health inequalities including key epidemiological and statistical principles and methods.
4. Demonstrate knowledge of sources of evidence, literature searching techniques, and measuring effectiveness.
5. Explain the rationale for political, economic and moral decisions in public health policy and governance, including policy and strategy development, legislation and its implementation to improve health and wellbeing and reduce health inequalities.
6. Develop an understanding of the relationships between partner organisations in the delivery of programmes and services to improve the health of the public, of leadership, and of collaborative approaches to investing in health.
7. Demonstrate knowledge of the models and approaches to health improvement, including health promotion, ill-health prevention and community development.
8. Demonstrate knowledge of the principles of health protection and the development of programmes and services to protect the health of the public and reduce inequalities in health.
9. Demonstrate knowledge of the impact of biopsychosocial stressors on human health.
10. Demonstrate knowledge of human biology and physiology, sufficient to enable basic understanding of the effects of disease on individuals and populations.
11. Explore and evaluate public health policy and practice.
12. Critique public health related policy and governance at national, international and global levels, and assess the impact of public health policies and practice on the health and wellbeing of populations.
13. Collect, analyse, interpret and communicate information and knowledge about public health and wellbeing

appropriate to the practitioner level.

14. Identify and synthesise appropriate sources of evidence.
15. Draw upon published research, reports, case studies and documents to pose a public health related research question.
16. Act as an advocate for communities, by involving them as active partners in all aspects of improving social, economic and public health.
17. Support communities to develop their own capacity to advocate for health and wellbeing and improve their own communities and health.
18. Respond to direction and work in partnership to assist the development of cross-sectoral working to improve health and wellbeing.
19. Reflect on their own cultural preconceptions and give consideration to the views of others when working with individuals and communities.
20. Conduct appropriate research to assist understanding of public health issues
21. Assist in the assessment of risks to population health, critically evaluate and apply research evidence in practice to improve health and wellbeing.
22. Assist in the improvement of quality public health services, whether from local authority, voluntary or healthcare providers, through audit and evaluation.
23. Advise others on public health and related issues and their impact on human health.
24. Take responsibility for their own personal development and career planning.
25. Identify and critically evaluate their own strengths and weaknesses as learners in different environments.
26. Demonstrate leadership by working independently and as part of a team to improve the health of the public and the wellbeing of individuals and communities.
27. Communicate effectively using a variety of tools, both oral and written, with a range of individuals, social and professional groups about improving the health of the public.
28. Use numerical reasoning and interpretation skills to analyse data from a variety of sources.
29. Use information and communication technology to store, retrieve and analyse relevant information from a wide variety of sources relevant to the health of the public.
30. Show initiative and flexible thinking when applying problem-solving skills and analytical / critical thinking skills to improve health and wellbeing.
31. Manage own work, including time management

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

The teaching and learning will be delivered through modules designed to engage students and facilitate the development of their knowledge and understanding. The learning will be reinforced when key themes are revisited at each level. Teaching and learning methods will include: interactive lectures and seminars; presentations, including the use of field trips, PowerPoint, online media; individual tutorials; enquiry-based learning; guided reading; and online materials provided through the virtual learning environment.

Learning through assessment plays a significant part in the delivery of the learning outcomes. Assessments test the students achievement of the learning outcomes. Assessments can be diagnostic, formative or summative. Assessment methods include: critical reviews, essays, research protocols and reports, seen and unseen examinations, dissertation, poster and oral presentations, and production of portfolios.

Teaching and learning methods continue to be based around a variety of approaches and delivered through modules. Students particularly need to develop skills relating to critical thinking. The methods will include interactive lectures and seminars; presentations, including the use of PowerPoint and online media; individual tutorials; enquiry-based learning; guided reading; online materials provided through the virtual learning environment and self directed research and study.

Learning through assessment continues to play a major part in the development of these outcomes. Assessment methods include: essays, research protocols and reports, dissertation, poster presentations, community profiling, portfolios and peer assessments. Students will demonstrate the achievement of these outcomes through formative and summative assessments.

The Work Based Module plays a major part in the development of practical skills for this academic programme. These are further developed in other key modules using methods which will enhance learning and encourage students to develop their potential. Teaching and learning methods include: interactive lectures and seminars, simulated exercises, individual tutorials, enquiry-based learning, self assessment and other scenario-based exercises and self directed research and study.

The principle of learning through assessment holds true for all sections. Assessment methods include: Field trips, presentations, reports, dissertation, practicals, poster presentations, oral presentations, portfolio development and peer assessments. These include tasks that are diagnostic or formative, to encourage learning.

Transferable skills are embedded in the curriculum, and form an integral part of the World of Work programme. These skills are taught and practised in dedicated modules. Teaching and learning takes place through practical exercises, written and oral presentations, simulated exercises, guided reading, career planning, portfolio development, self directed research and independent study.

Assessments are designed to help students achieve learning outcomes. Many of the modules employ diagnostic and formative assessment tasks as well as summative assessment. These are carried out at strategic points in the module to enable feedback and learning to take place. Assessment methods, which show students competence in a variety of software packages, include: critical reviews, essays, presentations, peer assessment, self assessment tests, career planning, group work, dissertation, poster presentations, presentations, community profiling; portfolios, mock interviews, CV writing.

Programme structure - programme rules and modules

Students will be offered the opportunity of study abroad at Level 5.

The programme will offer the opportunity of 60 credits of study abroad at Level 5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 study abroad module 5013PUBHEA will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced.

The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module 5006PUBHEA. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6000PUBHEA Dissertation (40 credits) 6002PUBHEA Globalization and Health (20 credits) 6003PUBHEA Career and Professional Development (10 credits) 6004ENVCPH Health Promotion (20 credits) 6007PUBHEA Health Inequalities (10 credits) 6008PUBHEA Making Public Health Happen (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5000PUBHEA WBL - Developing Public Health Skills (20 credits) 5002PUBHEA Health Protection (20 credits) 5004PUBHEA Research Methods for Public Health (20 credits) 5010PUBHEA Media and Public Health (20 credits) 5011PUBHEA Health Risk Behaviours, Determinants and Impacts (20 credits) 5012PUBHEA Epidemiology, Surveillance and Public Health Intelligence (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	

Core	Option	Award Requirements
4000PUBHEA Key Study Skills (20 credits) 4001PUBHEA Human Biology and Environmental Science (20 credits) 4002PUBHEA Understanding Populations (20 credits) 4003PUBHEA Introduction to Public Health Law and Policy (20 credits) 4005PUBHEA Public Health Concepts (20 credits) 4006ENVCPH Practical Skills for Public and Environmental Health (20 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

Work-based learning is a core module at Level 5 (5000PUBHEA). Students have opportunities to prepare for this module within the Level 4 module 4000PUBHEA, where career searching and goal setting take place. The placement is self negotiated but assistance will be provided by the programme leader and the process is linked to the personal tutor system.

Students will be required to work on a project or a series of small pieces of work. The nature of the work will be described and agreed between the workplace, the University tutor and the student in a negotiated work-based learning agreement.

Criteria for admission

A/AS Level

112 UCAS points from a minimum of 2 A levels. There are no subject specific requirements and General Studies is acceptable.

BTEC National Diploma

BTEC level 3 certificate in a health or science related subject area is acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

A 90 credit diploma is only acceptable when combined with other qualifications

Diploma (QCF) Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

Extended diploma (QCF) Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

AVCE

Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

Irish Leaving Certificate

Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

Scottish Higher

Scottish Higher Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

Scottish Advanced Higher Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

International Baccalaureate

Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

Access

Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

Higher national diploma

A pass at HND would be acceptable

Other

Applicants must have achieved 5 GCSEs grade C or above including English Language and Mathematics or acceptable equivalent or be in the process of completing these prior to starting the course.

We will consider the following Level 2 qualifications in place of English Language and Mathematics GCSE grade C or above: Key Skills, City and Guilds, OCR (via Learn Direct) and ALAN. You must contact the Faculty Admissions Team to check equivalent qualifications prior to applying.

Mature entry

Exceptionally, entrants not qualified under the above may be admitted when the candidate can demonstrate the potential to achieve the aims and outcomes of the Curriculum. Normally upon receipt of application, the Admissions Tutor will contact you to discuss your application in further detail.

Overseas qualifications

Equivalent relevant qualifications and mature students will be considered on a case by case basis. IELTS score of 6 overall, within minimum of 5.5 in each component is required for any student for whom English is not their first language.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.