

PROGRAMME SPECIFICATION

for the award of

Master of Public Health (MPH) in Global Public Health Leadership

Managed by the Faculty of Health and Life Sciences

**delivered by Department of Psychology, Health and Professional
Development**

Date approved:	5.2.19
Applies to students commencing study in:	September 2019

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University; distance learning
Language of study:	English
Final award/s:	Master of Public Health (MPH)
Programme title:	Global Public Health Leadership
Interim exit awards and award titles available:	Postgraduate Diploma in Global Public Health Leadership Postgraduate Certificate in Global Public Health Leadership
Brookes course code:	TBC
UCAS code:	n/a
JACS code:	L431
HECoS code:	100648
Mode of delivery: (Mode of Study given in brackets)	Distance learning (full-time or part-time)
Duration of study:	Full-time: 1 year Part-time: 2 years (5 years maximum)
Subject benchmark statement/s which apply to the programme:	N/A
Professional accreditation attached to the programme:	N/A Panel Members, please note: The programme is currently not accredited, but the team will seek International Union for Health Promotion and Education (IUPHE) accreditation_ http://www.iuhpe.org
Apprenticeship Standard:	N/A
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

The MPH Global Public Health Leadership will prepare students to take key roles in the applied promotion and implementation of public health projects. Focussed on developing real-life and employment-ready skills, the programme is rooted in the available public health evidence. Delivered through eight distance-learning modules, students can acquire key leadership skills while remaining in their practice communities and employment contexts. Drawing on high-quality online teaching technology, modules are engagingly interactive, and case-study focussed, thereby motivating students to study at a pace suited to them. Moreover, every module is introduced with a dedicated study skills refresher activity set, which enables students to perform to the best of their ability and make the most of the academic material offered.

The programme is designed with consideration for the competencies identified in the UK Public Health specialist training curriculum from the UK Faculty of Public Health (<https://www.fph.org.uk/training-careers/specialty-training/curriculum/>) and the International Union of Health Promotion Education (<http://www.iuhpe.org>). The interdisciplinary nature of the programme together with the focus on leadership, critical thinking and interpersonal skills enables postgraduates to work effectively at an advanced level within public health and inter-professional teams. The course provides concrete activities that optimise co-learning strategies between students from different cultural backgrounds and encourage debates about the challenges of public health, including in settings in economically developing and transitioning countries. Strategies for embedding intercultural knowledge and skills are sufficiently generic to develop competencies that promote greater self-awareness and address some of the challenges of developing students into global citizens. Information learning technology is used to promote student collaboration, debate and discussion as well as the development of digital literacy. Students have the opportunity to gain an advanced education in public health, reflecting the growing significance of preventing and reducing harm through community empowerment, advocacy and public policy.

The programme is designed to enable individuals within Public Health practice to gain the knowledge, skills, critical awareness and the integrated understanding of leadership to develop and transform themselves, their colleagues and their organisations so as to respond to a changing and challenging environment. Taught in a multi-professional and multi-national cohort, students will have the opportunity to develop practice and theorise professional and organisational development within a rich and supportive academic context.

Programme staff are actively engaged in public health research and leadership research. Staff profiles can be found on the Department of Psychology, Health and Professional Development website (<https://www.brookes.ac.uk/public-health/staff/>).

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of this programme, graduates will demonstrate the following Oxford Brookes Attributes:

3.1 ACADEMIC LITERACY

- Critically discuss, analyse, synthesise, and articulate knowledge from a number of sources, integrating theory, policy and research to support the advancement of public health leadership practice
- Demonstrate understanding and critical analysis of epidemiological surveillance, assessment of global population health and wellbeing, health protection risk assessment, and public health intelligence systems
- Demonstrate understanding and critical analysis of evidence and quality frameworks for assessing and improving the effectiveness of preventive health and healthcare interventions, programmes and services

- Apply advanced knowledge in addressing the subject areas of leadership in public health, including strategic development of organisations and policy
- Develop advanced cognitive skills of critical thinking, analysis and synthesis and enhance the capacity to identify assumptions, to evaluate statements in light of evidence, to detect false logic or reasoning, to identify implicit values, to define terms adequately, and to generalise appropriately

3.2 RESEARCH LITERACY

- Identify, analyse, synthesise, and critically discuss evidence from a number of sources, integrating public health and leadership research
- Interpret statistical findings, draw valid inferences and communicate academic Public Health findings to different audiences
- Employ a range of appropriate research and analysis methods with confidence

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- Demonstrate independent and innovative thinking in Public Health as it relates to the student's chosen area of interest
- Demonstrate insight into student's own leadership style and preferences, and display critical self-appraisal and reflective practice, including for the purpose of personal development
- Critically discuss own beliefs and concerns about the purpose, nature and challenges of public health leadership practice
- Developed effective problem solving and decision-making skills
- Be effective in self-management regarding planning, organising and prioritising tasks and work-time, working to deadlines, self-motivation, use of initiative and leveraging opportunities

3.4 DIGITAL AND INFORMATION LITERACY

- Demonstrate knowledge and skills in searching and retrieving literature from a range of academic disciplines to support public health decision making
- Practise sound digital communication skills for research and health promotion, including social media skills, library searching, and engagement with digital distance learning materials
- Demonstrate knowledge and skills in the use of computer software and internet technology for statistical data retrieval and analysis
- Evaluate the role of assistive technologies in advancing population health

3.5 ACTIVE CITIZENSHIP

- Demonstrate political astuteness relating to global health issues, including translating between levels of policy, strategy and tactics in a range of settings and cultures
- Demonstrate cross-cultural awareness in planning and evaluating public health policies, systems and interviews
- Contribute to regional, national and international debate on the development of health policy
- Positively influence collaborative practice of self and others taking into account professional boundaries and the complexities of healthcare practice, including in the promotion of evidence-based practice in public health leadership
- Positively influence the enhancement of leadership capacity in particular within the student's own working domain or area of interest in public health

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Name	Credits	Level	Status	Coursework: Exam Ratio
	Health Promotion	20	7	Compulsory online	100:0
	Public Health Leadership	20	7	Compulsory online	100:0

	Epidemiology and Research Methods	20	7	Compulsory online	100:0
P44616	Data Analysis and Interpretation	20	7	Compulsory online	100:0
	Community Empowerment and Advocacy	20	7	Compulsory online	100:0
P44615	Communicable Diseases	20	7	Compulsory online	100:0
	Project Management Skills	10	7	Compulsory online	100:0
	Global Public Health Leadership Project	50	7	Compulsory online with 1:1 supervision	100:0

4.2 PROGRESSION AND AWARD REQUIREMENTS

Postgraduate Certificate in Public Health Leadership

A minimum of 60 credits at level 7 must be passed, and these must include the following modules:

- Health Promotion for Public Health
- Leadership for Public Health

Postgraduate Diploma in Public Health Leadership

A minimum of 120 credits at level 7 must be passed, and these must include the following modules:

- Health Promotion for Public Health
- Leadership for Public Health
- Epidemiology and Research Methods for Public Health

Master of Public Health in Public Health Leadership

A minimum of 180 credits at level 7 must be passed, and this must include all compulsory modules, unless exempt through the AP(E)L processes.

4.3 PROFESSIONAL REQUIREMENTS

There are no professional requirements.

SECTION 5: TEACHING AND ASSESSMENT

This programme is taught online and consistent pedagogic & technological design language has been used across all modules to ensure coherent student experiences and to build a sense of belonging. All parts of the teaching curriculum have been designed for distance learning delivery, taking into account that students are not expected to have physical access to on-campus resources. Teaching uses a combination of pre-recorded concise introductory lectures in video format, webinars allowing discussion with teaching staff, asynchronous forums and activities allowing for feedback from teaching staff and peers, formative online group work, and bespoke reading materials to address the learning needs of all students on the programme. Webinar technology is used for academic advisors to remain in contact with their students throughout the year of study. Teaching material is designed in accordance with the principles of constructive alignment, and examples are selected with a focus on practical application and transferability to the students' future and current employment contexts.

Expected online contact and independent study time per 20 credit module

Online Discussions/contributions	40	hours
Pre-recorded lectures	2	hours
Group Work	4	hours
Webinars	4	hours
Guided Study	50	hours
Independent Study	70	
Assessment Preparation	30	hours
Total	200	hours

The design of assessment at the University is guided by the Brookes Assessment Compact, jointly prepared by students and staff of the University. It can be found at:

<http://www.brookes.ac.uk/aske/brookes--assessment-compact/>

Assessment will vary between modules depending on specific learning outcomes and skills to be demonstrated. The programme of assessment will comprise both formative and summative tasks (see the table below). The assessment methods are designed to integrate theory and practice, maximise analytical skills and critical thinking, and develop your understanding of public health.

Module Name	Assessment
Health Promotion	100% Coursework (3,500 words, essay)
Public Health Leadership	100% Coursework (3,500 words, report in two parts)
Epidemiology and Research Methods	100% In-class test (Online test released at pre-set time)
Data Analysis and Interpretation	100% Coursework (3,500 words, written statistical analysis report)
Community Empowerment and Advocacy	100% Coursework (3,500 words essay in two parts)
Communicable Diseases	100% Coursework (3,500 words, case study report)
Project Management Skills	100% Coursework (15 minutes, video-recorded presentation, and 1,000 words, reflective essay)
Global Public Health Leadership Project	100% Coursework (5,000 words, essay or report in the format of a publication in a peer-reviewed journal; 10,000 words, project file documenting preparatory work, design work, teaching experiences, and reflective notes; 1,000 words, project proposal that is marked as pass/fail)

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Students require a level 6 degree from a recognised higher education institution or equivalent, and an interest in public health that is demonstrated either in the application / personal statement.

Students must be confident in using a computer or similar device to browse websites, send emails, produce documents and upload files. Their computers or devices must have access to the Internet, and we recommend the following minimum standards for your device:

- Processor: 1.0 GHz or faster
- Memory 1GB RAM or more
- Running a recent version of Microsoft Windows or Apple Macintosh or Linux or Google Chrome or Google Android operating systems
- Internet download speed: 0.5 Mbps or faster
- Internet upload speed: 0.2 Mbps or faster

Students from countries that block Google products will not be able to access Google Meet webinars and maybe unable to watch pre-recorded lectures. While the teaching team will attempt to accommodate your individual circumstances, this may reduce the quality of your student experience.

Students whose first language is not English will also need to demonstrate one or more of the following or their equivalent:

- British Council IELTS at or above level 6.0 overall with 6.0 in reading and writing, 5.5 in listening and speaking
- University degree taught and assessed in English
- A-levels / high school diploma taught in English

Exemptions can exceptionally be negotiated with the Subject Coordinator for students who have extensive working experience in public health or public policy.

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

None.

SECTION 7: PREPARATION FOR EMPLOYMENT

Teaching material utilises a range of examples from practice and exercises that simulate practice, thereby preparing students for the challenges of employment. The applied focus of learning materials will equip students for the challenges of remunerated leadership in public health.

Students will develop public health promotion materials or similar content in their final global public health leadership project and can enter the employment market having practised the applied skills of a public health leader. With a strong grounding in a wide range of applied public health techniques provided as part of the teaching throughout the programme, students can be assured of the relevance of their education to practice.