

## Course Information Document: Undergraduate

### For students starting in Academic Year 2022/23

#### 1. Course Summary

<b>Names of programme and award title(s)</b>	BSc (Hons) Public Health BSc (Hons) Public Health with International Year (see Annex for details)
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Normal length of the programme</b>	3 years; 4 years with the International Year between years 2 and 3
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	n/a
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK students:</b></p> <p>Fee for 2022/23 is £9,250*</p> <p><b>International students:</b></p> <p>Fee for 2022/23 is £20,800**</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p>

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

\* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

\*\* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

#### 2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on this subject. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules in other disciplines and in modern foreign languages as part of a 360-credit Honours degree. Thus it enables you to gain, and be able to demonstrate, a distinctive range of

graduate attributes.

The School of Medicine has a wide range of expertise in understanding and examining health and health - related subjects and therefore is able to support students from diverse and sometimes non-traditional backgrounds to study public health and these concepts in the context of national and global society.

### 3. Overview of the Programme

Public health is about helping people and communities to stay healthy, and protect them from threats to their health. These threats range from alcohol, drugs and poverty to war, global politics and climate change. The coronavirus pandemic has highlighted the threat and impact of infectious disease. Maintaining healthy communities can be achieved through a focus on health protection, health promotion and improvements to services aimed at maintaining and improving health and wellbeing. Approaches to improving population health include minimising the risk of and the impact of illness. This involves combining the science and art of promoting and protecting health and wellbeing, preventing ill-health and prolonging life through the organised effort, often of multiple stakeholders; the health and wellbeing of people and communities are influenced by factors including and beyond the individual, linked to society, politics, and organisational structures and processes. The human experience of health and wellbeing therefore are complex and multi-faceted. In the United Kingdom, the challenge now is to reduce the impact of coronavirus and other infectious diseases and an urgent priority is to improve public health indicated by the life expectancy no longer increasing due to widening inequalities. The demand on NHS services has been increasing, however much of this demand for treatment is preventable.

In the BSc (Hons) Public Health, the focus is on improving the health of entire communities and populations; this involves encouraging the improvement of physical, social and mental health outcomes and wellbeing of people within and across defined local, regional, national or international populations, with emphasis on reducing health inequalities. The programme will align with the Public Health Skills and Knowledge Framework and clearly links with employment opportunities (for example, public health practitioner, sexual health advisor, health promoter, research assistant) and further academic development (for example, further postgraduate study or the public health training programme to become a consultant in Public Health). The programme aims to provide you with core skills that will allow effective interpretation and understanding of key areas of health and social research and how this can be used to inform policy and improve public health. This will include actions to reduce the occurrence of ill health and deliver appropriate services, with consideration of the wider determinants of health. The programme will encourage a view of collective responsibility across organisations and individuals, in addition to public health specialities. It will nurture working with communities and partner agencies and focus on public health in a way that considers health wider than the remit of health services, and includes issues such as education and the environment which are under the jurisdiction of other stakeholders. The programme will also provide you with transferable skills that go beyond public health practice.

This single honours degree programme allows you to understand and critically analyse the broad range of issues and concepts which affect the health of individuals, groups and communities locally, nationally and internationally. It will enable you to consider four main themes which run throughout the programme in order to examine public health and wellbeing in political, societal and global arenas.

Four themes

The first of the four themes which spiral through the curriculum is '**Public and global health**'. This introduces the nature of public health (local/national/global) through lectures and workshops and provides the basis for learning linked to all other modules. The theme runs throughout the three years and introduces the concepts of health inequalities and inequity. The second theme is '**Understanding epidemics and research**' which will underpin the programme. There are a number of epidemics threatening population health within the United Kingdom (obesity is an example) as well as globally. You will have the opportunity to develop an approach to understanding epidemics in the first year. Epidemiology provides the basis for understanding how big the problem is, who is most likely to experience it, what causes it and how it may change over time. This helps to identify health inequalities and also provides an evidence base for practice and developing approaches to improve population health. Developing an understanding of research methods and use of basic statistics is important to provide a critical approach to published literature and support academic growth; it is also important for the development of employability skills and future practice. This theme will be returned to each year including the dissertation module in year 3. You will also be supported through lectures, group and individual tutorials throughout their studies. The third theme is '**Health promotion and Health protection**'. This introduces the focus on managing population health linked to infectious/communicable diseases (health protection) and non-communicable diseases (health promotion). Sessions on communicable disease (for example, coronavirus, tuberculosis, measles) will focus on key local and global communicable diseases and their management (for example, the principles of immunisation). Lectures and workshops will develop an understanding of how communicable diseases spread (infective agents, sources of infection, modes of transmission and hosts) and the principles of outbreak management. Sessions on non-communicable disease will focus on key determinants of the Global burden of disease (i.e. mental health, cardiovascular disease, cancer and musculoskeletal conditions) and identify population

approaches to reduce the burden. Specific modules will focus on developing knowledge and understanding in these areas. The fourth theme is "**Developing services to improve public and global health**". Throughout the programme identifying how services need to change to improve health will compliment knowledge of how reduced health occurs. This will require an understanding of the organisation and structure of health services and other stakeholders that impact on population health. This again will allow you to apply knowledge of individual (e.g. lifestyle), societal, political and environmental factors on public health. This theme will be returned to each year in other modules including the proposal of a project to improve population health (local, nationally or globally) in year 3. You will also be supported through lectures, group and individual tutorials throughout their studies.

In addition, there will be opportunities for you to identify optional modules from a range identified within the current school and university structures, to allow choice of study linking to the development of interests in all three years. The programme therefore offers the ability to build up employability skills, develop personally and gain key skills and knowledge in public health in a flexible manner that allows students to follow their own interests.

## 4. Aims of the programme

Fundamental to the BSc Public Health programme is the emphasis to learn key principles and concepts early (e.g. epidemiology), together with practical application. The learning events will provide you with the capacity to apply scientific method and approaches to evidence and research and integrate these with a range of sources of information to make decisions about improving public health. Clear signposting will be used throughout to guide you on linkage. The teaching approach will focus on self-directed, often problem based learning, with emphasis on independent learning, using a range of resources. A significant proportion of teaching will be done in small groups, with supporting materials.

In line with the overview outlined above and the Public Health Skills and Knowledge Framework, the broad aims of the programme are to enable you to:

- Critically examine public health in today's society and analyse the societal, political and global factors that surround the individual and their experiences of health and wellbeing.
- Critically evaluate health and wellbeing inequalities locally, nationally and globally and consider cultural, environmental, biological, political and structural influences on the experiences of groups and communities.
- Develop critical skills to examine a range of methods, particularly epidemiology, that are used to research and analyse the health and wellbeing of individuals, groups and communities.
- Develop skills and understanding in examining public health problems including the ability to work independently and as a member of a team and to offer multiple solutions that may be taken forward to enhance health in different contexts.
- Critically examine strategies to promote health and wellbeing in a variety of local and global populations
- Apply skills developed in examining public health issues to offer solutions to a range of issues in order to promote health and wellbeing in its broadest context.

## 5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

### Subject knowledge and understanding

Successful students will be able to:

- Adopt a public health perspective to health inequalities, acknowledging local, national and global influences and perspectives.
- Critically discuss complex and multi-factorial determinants of health and wellbeing in individuals, groups and wider society (local, national and international populations).
- Demonstrate an understanding of how to protect the health of individuals and populations against communicable disease and environmental hazards.
- Examine with criticality the concepts of health promotion and health education and present and evaluate solutions to problems detrimental to health and wellbeing across the lifespan in contemporary society.
- Demonstrate comprehension and application of a range of tools to evaluate public health at local, national and international levels.

- Use epidemiology as the basic science underpinning public health; demonstrate knowledge and understanding of epidemiological principles and methods that underpin identification of the burden and determinants of ill health.
- Interpret information and data presented in a range of different formats in order to inform improvement of public health in local, national and international populations; this includes demonstrating an understanding of the evidence that underpins effective and cost effective public health interventions and services.
- Critically discuss evidence related to public health, using a range of communication skills in a variety of settings including inter-professional and work based.
- Recognise and be able to consider the frameworks within which health and social care is delivered in the UK, and globally, and the effect on population health.
- Contribute to improving the delivery and quality of services aiming to improve public health by applying the principles and methods of evaluation, audit, research and development, and standard-setting.
- Demonstrate knowledge and understanding of the process of developing policy and strategy.
- Demonstrate an understanding of the impact of contemporary policies and strategies on public health and wellbeing.
- Have knowledge and understanding of the organisation and development of services or programmes and their evaluation.
- Understand the principles and methods of partnership and collaborative working to improve health and wellbeing.
- Understand the frameworks and theories for managing change at individual, community, population and organisational levels of working.
- Critically analyse the role of the community in the development of public health interventions and programmes.

### **Subject specific skills**

Successful students will be able to:

- Present and communicate information and arguments related to public and global health to a variety of specialist and non-specialist audiences.
- Analyse the appropriateness of approaches and recommendations that aim to enhance public health.
- Demonstrate ability to work in teams and groups in public and global health arenas.
- Demonstrate the ability to manage projects in public and global health related areas.
- Analyse data in relation to specified public and global health issues and evaluate research.

### **Key or transferable skills (including employability skills)**

Successful students will be able to:

- Reflect on and evaluate own development in knowledge and skills and plan to minimise skill or knowledge deficit.
- Communicate effectively to a wide range of specialist and non-specialist audiences.
- Interpret data and offer solutions to problems based on data analysis.
- Demonstrate the ability to utilise Information Technology appropriately and in order to maximise effectiveness of effort.
- Demonstrate participation in team working.

### **Keele Graduate attributes**

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

## **6. How is the programme taught?**

The Keele University Learning and Teaching Strategy (2015-2020) supports and promotes all aspects of student learning in relation to five key themes:

- Providing transformative learning opportunities

- Promoting inspirational learning and teaching
- Providing a supportive and inclusive learning community
- Developing students' capabilities
- To provide opportunities for students to learn beyond the curriculum

The School of Medicine embraces this strategy and further addresses specific learning needs of students undertaking this programme of study.

Jerome Bruner's concept of the spiral curriculum (Bruner 1960) has been used as a basis for the programme's development. Bruner identified that if the curriculum was structured as a spiral of repeated engagements this could improve and deepen student's learning in skills, concepts, attitudes and values, and extend their reach. The spiral curriculum therefore has coherence and with the spiral progression supports deeper learning. The BSc (Hons) Public Health utilises the four themes of Public and global health, Understanding epidemics and research, Health protection and Health promotion, Developing services to improve public and global health to progress throughout the three years of the programme in a coherent manner to enable the student to improve and deepen their knowledge and skills in these areas and meet the programme aims.

The learning and teaching methods used on the programme support the notion of repeated engagements to improve knowledge development and understanding, but will vary according to the subject matter and level of the module. They include the following:

- *Lectures* - the lecturer will impart information, stimulate interest and provide a medium for the considered application of theory to public health and provide students with a framework and context for further reading and independent study, to broaden and deepen their existing professional knowledge and understanding of the core concepts of public and global health.
- *Group work* - the lecturer will facilitate the group to learn together by researching a topic area and sharing learning with each other. This enables students to grow in confidence and recognise peer support and learning.
- *Seminars* - the lecturer will focus on a topic of interest and relevance to the module with in-depth discussion in a small group to further develop students' confidence, competence and communication skills. Seminars will be arranged as small group sessions with an emphasis on individual student development and opportunity given to:
  - Explore specific learning intentions and/or any difficulties
  - Provide formative feedback and clarification of learning
  - Create a climate for learning through structured reflection on contemporary society and related public health issues and the inter-relationship with knowledge, research and skill development
  - Provide effective support for students
- *Blended learning approaches* - the University's virtual learning environment will be used to facilitate online discussions, 'blogs', conditional release tasks and access to a wide range of learning resources and research tools.
- *Case study work* - the lecturer and/or students will present a specific case and use this as a vehicle for discussion and critical analysis.
- *Work based learning* - students will experience a work-based opportunity in a public health to develop their employability skills and knowledge.
- *Field work* - Lecturers will facilitate field trips and visits to appropriate and relevant organisations or locations to ground students learning in local and national contexts.
- *Individual Study* - students will be self-directed in relation to the various study demands of each module and its assessment. This is particularly relevant to portfolio development and the dissertation in the final module.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Lead lectures and independent study enable students to broaden and deepen their existing professional knowledge and understanding of the core concepts of health and wellbeing.
- Seminars and small group work enable students to explore a topic to considerable depth and to rationalise their opinions and actions within the safe, but challenging company of their peers. This further develops students' confidence, competence and communication skills.
- Case studies and case-based problem-solving scenarios facilitate linking of theory to public health issues; they encourage critical analysis and evidence-based discussion as students are drawn into the rhetoric / reality debate that such scenarios often generate.
- Web-based learning facilitates breadth and depth of learning as participants engage in critical and challenging discussion with a large, multi-professional audience. Furthermore, communication skills are enhanced as students learn the nuances of web-based communication with people from a variety of

disciplines.

- Simulated activities allow students to practise skills, self-assess their knowledge, understanding and skills alongside their ability to reflect in action, problem solve, and make decisions which in turn should build their competence and confidence.
- Students who choose the work based learning module will have support to identify a suitable experience. The School has a wealth of experience in supporting students in a work-place setting and this is underpinned by the University's Code of Practice for Placement Learning. Therefore a risk assessment, placement plans and support for your work based experience will be provided.

## 7. Teaching Staff

A number of staff in the School of Medicine have recordable teaching qualifications or are working towards achievement of these. Moreover, they have extensive experience of teaching at undergraduate (e.g. within the MBChB programme) and postgraduate level (e.g. MSc courses and external courses) and many are external examiners at other universities. Staff are registered with their professional body (e.g. GMC, HCPC). Staff are actively encouraged to hold honorary contracts with health care provider organisations and to utilise this to ensure they remain updated with contemporary issues within their own field. A number of staff have additional roles or memberships with external organisations for example Faculty of Public Health Educators in Medicine, School of Academic Primary Care, Chartered Society of Physiotherapy, Member of NHS Ethics Committee and Local Provider Committees.

The School has a number of staff that hold PhDs or are working towards this qualification. There is a robust professional development strategy which includes an annual research and scholarship programme, alongside annual appraisal and personal development planning. Many staff hold, or are working towards, Fellowship of the Higher Education Academy. Staff are actively involved in research across the School and belong to one of the School's research groups.

Honorary lecturers, visiting lecturers and leading clinicians are integral to the delivery of modules within the programme and are utilised where appropriate, in addition the School has a number of clinical staff on secondment to the School. Staff from the School and Faculty have a vast range of unique and specialist knowledge in public health. Staff working in the School of Medicine have extensive experience in epidemiology and public and global health research. The programme team will utilise this and other expertise from the wider Faculty and University to provide teaching on this programme. Visiting experts will also contribute to the programme.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 8. What is the structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from programme to programme, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April. Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are three types of module delivered as part of your programme. They are:

- Compulsory modules - a module that you are required to study on this course;
- Optional modules - these allow you some limited choice of what to study from a list of modules;
- Elective modules (Global Challenge Pathways at Level 4) - a choice of modules from different subject areas within the University that count towards the overall credit requirement but not the number of subject-related credits.

A summary of the credit requirements per year is as follows, with a minimum of 90 subject credits (compulsory plus optional) required for each year.

For further information on the content of modules currently offered, including the list of elective modules, please visit: <https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 4	105	0	15	0	15
Level 5	90	0	0	30	30
Level 6	105	0	0	15	15

## Module Lists

### Level 4

At Level 4, students take 105 credits of compulsory modules. The remaining 15 credits may either be used to take a Global Challenge Pathway, a language module or the optional module listed below.

Compulsory modules	Module Code	Credits	Period
Introduction to Public Health	PCS-10001	30	Semester 1
Academic, Personal and Employability Development	PCS-10003	15	Semester 1
The Biological and Environmental Basis of Public Health	PCS-10005	15	Semester 1
Introduction to Global Health and Wellbeing	PCS-10007	15	Semester 2
Perspectives in Health and Disease	PCS-10009	30	Semester 2

Optional modules	Module Code	Credits	Period
Addressing local and regional health challenges; reducing inequality and improving equity to healthcare	PCS-10017	15	Semester 1-2

### Additional optional modules: Languages and English for Academic Purposes

Students on this programme will also be able to study language modules offered by the Language Centre, either as part of a Global Challenge Pathway or as optional modules, and may be able to achieve an enhanced degree title with the designation 'With (advanced) Competency in [language]', depending on the level of language attainment they achieve at Keele. For full details of how language modules can be accommodated within your programme of study, click <https://www.keele.ac.uk/study/languagecentre/modernlanguages/enhanceddegreetitles/>

Students who are required to take an English for Academic Purposes (EAP) module as a result of their language competency test result will be required to pick this as their first option choice. *NB:* students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language module in the same academic year.

### Global Challenge Pathways (GCPs) - Level 4 (year 1) students only

Students at Level 4 in 2022/23 have the option of taking a Global Challenge Pathway, which includes one 15-credit module in each year of the degree. Global Challenge Pathways offer students the chance to fulfil an exciting, engaging route of interdisciplinary study. Choosing a pathway, students will be presented with a global issue or 'challenge' which directly relates to societal issues, needs and debates. They will be invited to take part in academic and external facing projects which address these issues, within an interdisciplinary community of students and staff. Students completing a Global Challenge Pathway will receive recognition

on their degree certificate.

<p><b>Digital Futures</b></p>	<p>The Digital Futures pathway offers you the opportunity to become an active contributor to current debates, cutting-edge research, and projects with external partners, addressing both the exciting potential and the challenges of disruptive digital transformation across all spheres of life.</p> <p>Part of a diverse and interdisciplinary pathway community, you will engage in exciting, impactful collaborative project work in innovative formats. Engaged in real-world scenarios, you will use digital technology and creativity to promote inclusive, empowering, and sustainable change at local and global levels.</p> <p><b>Module: A digital life: challenges and opportunities (GCP-10005)</b></p>
<p><b>Climate Change &amp; Sustainability</b></p>	<p>Through the Climate Change &amp; Sustainability pathway you will develop the skills, understanding and drive to become agents of change to tackle climate change and wider sustainability challenges.</p> <p>You will work with international partners to explore climate change and sustainability in different international contexts; lead your own projects to drive real change in your communities; and be part of educating others to help achieve a more sustainable future.</p> <p><b>Module: Climate Change &amp; Sustainable Futures: Global Perspectives (GCP-10009)</b></p>
<p><b>Social Justice</b></p>	<p>Students on this pathway will embark on a reflective journey drawing upon decolonising, feminist, and ethical perspectives on social justice, forging transformative outputs as agents of change.</p> <p>You will enter a dialogue with local, national, and international partners from Universities, NGOs, International Human Rights Committees. You will engage with key societal challenges, for example Covid 19 as a social crisis with impact on gender and racial identities. The pathway will allow you to monitor and critically evaluate policies and human rights treaties, and produce and disseminate digitally fluent, international and sustainable project findings.</p> <p><b>Module: Reflections on Social Injustices, Past and Present (GCP-10003)</b></p>
<p><b>Enterprise &amp; the Future of Work</b></p>	<p>If we are to achieve the promise of Sustainable Development Goals, solve the climate crisis and take advantage of the changes that the digital revolution provide, we need to understand the power of enterprise and prepare for future contexts of work, creativity and disruption.</p> <p>Supporting you to be part of future-facing solutions, this pathway will give you the ability to make judgements on the utilisation of resources, labour and capital. It will support you in developing creative, original thinking, allowing you to collaborate on projects that persuade and effect change, setting you up to thrive in future environments of work and innovation.</p> <p><b>Module: Enterprise and the Future of Work 1 (GCP-10007)</b></p>
<p><b>Global Health Challenges</b></p>	<p>By taking the global health challenge pathway you will develop solutions to improve the health and quality of life for particular people and communities, engaging with these groups to co-design interventions.</p> <p>This pathway will provide you with skills that go beyond a focus on health and will allow you to develop your ability to work in a team and lead change in society. The knowledge, skills and work experience will complement your core degree and enhance your career opportunities and graduate aspirations.</p> <p><b>Module: Key concepts and challenges in global health (GCP-10001)</b></p>

<b>Languages &amp; Intercultural Awareness</b>	<p>By choosing modules from this pathway, will develop a practical knowledge of a specific language, allowing you to graduate with an enhanced degree title, or develop skills to teach English as a Foreign Language. You will meet and communicate with speakers different linguistic and cultural communities, ranging from students at partner universities in Japan and China, to refugees in Hanley, and develop an understanding of how languages and cultures interact.</p> <p>This pathway explores the power of language as a force both for breaking down and building cultural and political barriers - words can be weapons as well as bridges. You will examine how language is used, examine linguistic choices and how these impact on intercultural understanding. Throughout the pathway we also examine the practice of communication across cultural contexts, exploring cultural differences such as the language of ethnicity and gender.</p> <p><b>Modules: you will be able to select from either a Modern Language of your choice OR Certificate in TESOL Level 1.</b></p>
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### ***Level 5***

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Lifestyle and Change in Contemporary Society	PCS-20001	15	Semester 1
Research in Health and Wellbeing	PCS-20005	15	Semester 1
Mental Health and Wellbeing	PCS-20009	15	Semester 1
Work Based Learning for Public Health	PCS-20007	15	Semester 1-2
Health Promotion	PCS-20003	30	Semester 2

### ***Level 6***

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Challenges in Health and Social Policy	PCS-30001	15	Semester 1
Public Health Dissertation	PCS-30003	30	Semester 1-2
Leadership and Teamworking in Public Health	PCS-30007	30	Semester 1-2
Promoting Health and Wellbeing in Children and Young People	PCS-30005	30	Semester 2

## **9. Final and intermediate awards**

Credits required for each level of academic award are as follows:

<b>Honours Degree</b>	360 credits	You will require at least 120 credits at levels 4, 5 and 6 You must accumulate at least 270 credits in your main subject (out of 360 credits overall), with at least 90 credits in each of the three years of study, to graduate with a named single honours degree in this subject.
<b>Diploma in Higher Education</b>	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
<b>Certificate in Higher Education</b>	120 credits	You will require at least 120 credits at level 4 or higher

**International Year option:** in addition to the above students must pass a module covering the international year in order to graduate with a named degree including the 'international year' wording. Students who do not complete, or fail the international year, will be transferred to the three-year version of the programme.

## 10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- Portfolio and Personal Development Plan
- Case study
- Presentation
- Multiple Choice Question Exam
- Group Project
- Written Exam
- Written assignment
- Reflective Diary
- Essay
- Poster
- Dissertation

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

## 11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

### Activity

	<b>Scheduled learning and teaching activities</b>	<b>Guided independent Study</b>	<b>Placements</b>
<b>Year 1 (Level 4)</b>	19%	81%	0%
<b>Year 2 (Level 5)</b>	18%	76%	6%
<b>Year 3 (Level 6)</b>	18%	82%	0%

## 12. Accreditation

This programme does not have accreditation from an external body.

## 13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

## 14. Other Learning Opportunities

### Study abroad (semester)

Single semester Study Abroad is not currently available to students on this programme.

### Study Abroad (International Year)

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided in the Annex for the International Year.

## 15. Additional Costs

The programme includes one (optional) work-based learning module where students will be expected to arrange a work-related experience which may include travel to the work base, and costs associated with the organisation. These will be met by the student. Other costs are estimated in the table below:

<b>Activity</b>	<b>Estimated Cost</b>
Estimated Cost Field courses for compulsory field trips (Years 1, 2 and 3)	£100
Travel - as specified above for work-based learning module (if selected)	Individual variations
Disclosure and Barring Service (DBS) check may be required for work-based learning module (if selected)	£45
<b>Total estimated additional costs</b>	<b>Minimum £100 plus individual variations as above</b>

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

## 16. Annex - International Year

### Public Health (Single Honours) with International Year

#### International Year Programme

Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the standard programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the International Year option.

#### International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

#### Entry Requirements for the International Year

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 55% across all modules at Level 5 is required. Students with up to 15 credits of re-assessment who meet the 55% requirement may progress to the International Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1st and 2nd year tutors and programme director)

Students may not register for both an International Year and a Placement Year.

#### Student Support

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutor, in line with recommended Personal Tutoring meeting points.
- Support from the University's Global Education Team

#### Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
2. Discuss the benefits and challenges of global citizenship and internationalisation
3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.
4. Examine issues related to the health and wellbeing of individuals, groups and communities within a global context.
5. Analyse health promoting opportunities and their barriers and enablers to implementation within cultural specific contexts.

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

## **Regulations**

Students registered for the International Year are subject to the programme-specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline area.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any module with significant overlap to the Level 6 modules they will study on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

## **Additional costs for the International Year**

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: [www.gov.uk](http://www.gov.uk)

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students who meet external eligibility criteria may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

## **Version History**

### **This document**

**Date Approved:** 28 January 2022

### **Previous documents**

<b>Version No</b>	<b>Year</b>	<b>Owner</b>	<b>Date Approved</b>	<b>Summary of and rationale for changes</b>
1.1	2021/22	ROSS WILKIE		
1	2021/22	ROSS WILKIE	11 February 2021	
1	2020/21	ROSS WILKIE	02 January 2020	