

Programme Specification: Post Graduate Taught

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	Master of Public Health
Award type	Taught Masters
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	1 year Entry points: September, January and May
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students:</p> <p>Full-time fee for 2025/26 is £9,100</p> <p>International students:</p> <p>Full-time fee for 2025/26 is £16,600</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.

* 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. Overview of the Programme

This Master of Public Health (MPH) programme aims to provide a robust grounding in distinct areas of public health (epidemiology, health promotion, health protection, improving health services, leadership and global health) by enhancing your knowledge and understanding of key theoretical debates alongside practitioner concerns.

The Keele MPH programme develops senior leaders and aspiring leaders for public, private and not-for-profit organisations who focus on improving the health and well-being of entire communities and defined local, regional, national or international populations, with emphasis on reducing health inequalities. The programme aligns with internationally recognised competency frameworks; the United Kingdom (UK) Public Health Skills and Knowledge Framework, the UK Faculty of Public Health specialist training curriculum (2022) and the WHO-ASPHER Core Competency Framework for Public Health in the European Region. These indicate to employers that students who complete the programme have the knowledge and skills to be effective public health practitioners.

You will develop the ability to employ strategic, critical and creative thinking to seek solutions and make sound choices within an ever changing, complex and ambiguous public health environment. The programme is structured to enable reflective learning, seeking to build on learners' experiences to date and current challenges, along with peer-to-peer engagement and learning. The programme offers a rigorous knowledge of the key disciplines of epidemiology, health promotion, health protection, improving health services, leadership and global health, and how they relate to one another. The programme provides a deep intellectual appreciation of the complexity of the rapidly changing organisational context, interconnected across international and national boundaries, incorporating a diverse range of stakeholders and maximising value for these stakeholders, sustainably, for now and the future.

The MPH programme will focus 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 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 more widely 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.

The MPH programme will also provide an in-depth study of global health issues for those aspiring to develop innovative ideas and solutions to tackle health inequalities in and across international populations. This programme will encourage a global perspective and view of key contemporary population health issues across countries with different climates, economies and culture and how global health issues are managed through policy, systems and agencies. Students will have the opportunity to examine a range of issues affecting health and wellbeing around the world including the political economy of health and wellbeing, trade, work, health care systems, and the impact of global poverty, hostilities and natural disasters on health and wellbeing.

The MPH provides skills and knowledge for those aspiring to a leadership role in healthcare and will develop knowledge of healthcare organisations and skills in leading groups and organisations. Leading and managing in today's health environment is complex. This programme will address the needs of leaders in today's dynamic environment and focus on strategic leadership in the context of complexity and change. The programme will focus on the development of knowledge and critical understanding of strategic leadership in contemporary health organisations. It will allow critical evaluation of the development of leadership thinking and understand and apply contemporary theories. The programme will encourage the development of knowledge and understanding of key leadership issues, the nature of the problems and dilemmas leaders face, the approaches that can be taken, and techniques that can be employed. It aims to enable students to integrate knowledge both from experience of work and theoretical insights to explore managing change and reflect on the relationship between leadership, diversity and ethics.

3. Aims of the programme

Fundamental to the MPH is that the learning events will provide students 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. In line with the overview outlined above and the Public Health Skills and Knowledge Framework the UK Faculty of Public Health specialist training curriculum 2022 and the WHO-ASPHER Core Competency Framework for Public Health in the European Region, 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 critical 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 critical 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.
- Develop skills needed for effective and sustainable global health action with an aim of contributing to and leading global health change.
- Identify differences in global health data relating to population health and wellbeing and critically evaluate how these relate to a country's wealth or poverty, and other determinants of health.
- Critically examine the relationship between colonialism and contemporary global health issues, inequalities, and governance structures and how these can be challenged.

- Develop senior leaders from public, private and not-for-profit organisations who are equipped with the knowledge and skills to lead contemporary organisations in an ethical and sustainable way. The aim is to develop leaders who employ strategic, critical and creative thinking to generate solutions and make sound choices within ever changing healthcare systems.
- Develop an ability to make effective leadership decisions using a pragmatic and evidence-based approach to lead proactively, reflectively and with confidence. This includes learning how to lead at individual, team, organisational and national levels; and establish robust, appropriate, and innovative leadership practices within the healthcare environment, from a small practice to larger environments.

The programme is structured to:

- enable sector and industry-informed reflective learning, seeking to build on learners' past experiences and current work challenges along with peer-to-peer engagement and learning.
- offer a rigorous understanding of the key disciplines of industry and non-profit management and leadership, offering managers an in-depth understanding of how organisations operate, providing understanding of functional disciplines and how they relate to one another.
- provide a deep intellectual appreciation of the complexity of the rapidly changing organisational context in third sector/not-for profit organisations and for-profit industry, and the interconnected nature of healthcare across international and national boundaries, incorporating a diverse range of stakeholders and maximising value for these stakeholders, sustainably, for now and the future.

4. 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.
- Adopt a public health perspective to health inequalities, acknowledging local, national and global influences and perspectives.
- Demonstrate an understanding of, and be able to critically evaluate, methods 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 critically 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.
- Critically evaluate and 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 critically reflect on the frameworks within which health and social care is delivered in the UK, and globally, and the effect on population health.
- Critically reflect on the nature of organisational culture and how this impacts on leadership and the leader's role in shaping culture to improve 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.

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.
- Critically analyse the appropriateness of approaches and recommendations that aim to enhance public health.
- Demonstrate ability to work in, and lead, teams and groups in public and global health arenas.
- Demonstrate the ability to manage projects in public and global health related areas.
- Critically 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:

- Critically 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 critical data analysis.
- Demonstrate the ability to utilise Information Technology appropriately to maximise effectiveness of effort.
- Demonstrate participation in team working.

Keele Graduate attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social, environmental and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

5. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

The modules are organised into two phases (see Table 1). All phase A modules will be delivered during semester 1 and introduce you to epidemiology, health protection, health promotion and you will also complete the global health module. In semester 2 you will work on the phase B modules. Each module will run for 12 weeks. In preparation for the dissertation, you will begin the 60-credit module, PCS-40044 Master of Public Health Dissertation in semester 1 and you will complete this by the end of semester 3.

Table 1: Module structure for Master of Public Health (MPH) degree

		Public health domains			
		Epidemiology	Health Promotion	Health Protection	Global Health, Leadership and Improving Health Services
Phase A (each module =15 credits)	MPH Applied Epidemiology (PCS-40024)	MPH Health Promotion (PCS-40026)	MPH Health Protection Function of Public Health (PCS-40028)	MPH Global Health (PCS-40030)	
Phase B (each module =15 credits)	MPH Statistical Methods and Epidemiology (PCS-40036)	MPH Community Action Targeting Health Inequalities (PCS-40032)	MPH Control of Communicable Disease and Environmental Hazards (PCS-40034)	MPH Leadership and Complexity in Global Healthcare (PCS-40038)	
MPH	Master of Public Health Dissertation	Master of Public Health Dissertation (PCS-40044) 60 credits			

The programme is designed for students with a degree in any discipline (see below for details on admission requirements) who wish to gain a Master of Public Health qualification. The School of Medicine has extensive experience in supporting students from a range of backgrounds in postgraduate programmes; and support on any subject-specific queries will be provided by the module tutors, with general support also provided by the module leads.

The phase A modules are designed to introduce students with no experience of the four domains of public health to the core concepts required on the programme and to develop the academic skills required for working at Level 7. The phase B modules build upon this initial knowledge.

The programmes will be delivered using a variety of learning tools. Learning and teaching activities may include interactive sessions, case studies, virtual group discussions, Power-point presentations, podcasts, videos, group discussions, self-evaluation tasks, external speakers and assessment guidance. The formal learning opportunities are supplemented by self-study, using both provided material and that which students research for themselves. As part of this, during self-study students will undertake practical tasks related to the theory in the course. On a weekly basis there will be activities and support to ensure satisfactory progress is being made. Each week is treated as a distinct learning unit, with separate content presentation and deadlines for the completion of learning activities.

Video and in-situ lectures and self-study materials are used to introduce concepts. The group activities and practical tasks enable both consolidation of this material and an understanding of the practicalities of its application in a modern public health environment. The tutorial activities and practical tasks achieve this aim by having students apply the taught concepts to real world problems. Discussion boards and quizzes, will be used to enable students to demonstrate their progress. Units of content, with associated activities, are used to make the modules accessible and digestible, and to enable students to demonstrate their progress and acquisition of knowledge and skills. Similarly, this allows opportunities for the module tutors to provide feedback, support and intervention where required.

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 Academic Mentors or module lecturers on a one-to-one basis.

Students are expected to have access to computers that meet the required software specifications to engage in study activities and they are expected to have a working internet connection to engage in their studies.

6. Teaching Staff

The modules will be overseen by a Programme Director with relevant experience and knowledge in the subject area and will be delivered by module tutors. Academic Mentors (AM) provide regular focus on the student learning journey ensuring the progression and wellbeing of the student and providing 'signposting' to relevant support functions.

The Academic Mentors will be the first point of contact for the majority of student queries and will provide proactive contact to support students. The module tutor is the first point of contact for academic queries. Pastoral support will be available to all students through the University Student Support Services and the School Student Experience and Support Officer (SESO).

The module tutors and leads will be School of Medicine staff. A number of staff in School of Medicine have recordable teaching qualifications or are working towards achievement of these. Moreover, they have extensive experience of teaching Public Health (e.g. within the online MPH and 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. FPH, GMC, HCPC, NMC). 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, European Public Health Association, 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 who hold PhDs/Professional Doctorates or are working towards these qualifications. 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 or scholarly activity 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 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. More information about some of the School of Medicine staff involved in this course is available at <https://www.keele.ac.uk/medicine/staff/>

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.

7. What is the structure of the programme?

The academic year runs for 12 months three times per year; September to September, January to January and May to May. Each academic year is divided into three semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions across the whole semesters period; between the end of September and mid-December, from mid-January to the end of April and early June to late August. 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. There are no optional modules within this programme.

Year	Compulsory	Optional	
		Min	Max
Level 7	180	0	0

Module Lists

Level 7

Compulsory modules	Module Code	Credits	Period
MPH - Applied Epidemiology	PCS-40024	15	Semester 1
MPH - Health Promotion	PCS-40026	15	Semester 1
MPH - Health Protection Function of Public Health	PCS-40028	15	Semester 1
MPH - Global Health	PCS-40030	15	Semester 1
Master of Public Health Dissertation	PCS-40044	60	Semester 1-3
MPH - Community Action Targeting Health Inequalities	PCS-40032	15	Semester 2
MPH - Control of Communicable Disease and Environmental Hazards	PCS-40034	15	Semester 2
MPH - Statistical Methods and Epidemiology	PCS-40036	15	Semester 2
MPH - Leadership and Complexity in Global Healthcare	PCS-40038	15	Semester 2

January intake

All students will take the modules in the same order as per the September cohort (i.e. modules listed as Semester 1 will be taken in all students' first semester of study; those listed as semester 2 will be taken in all students' second semester, and so on).

Code	Title	Period	Credits	Type
PCS-40024	Applied Epidemiology	Semester 2	15	Compulsory
PCS-40026	Health Promotion	Semester 2	15	Compulsory
PCS-40028	Health Protection Function of Public Health	Semester 2	15	Compulsory
PCS-40030	Global Health	Semester 2	15	Compulsory
PCS-40032	Community Action Targeting Health Inequalities	Semester 3	15	Compulsory
PCS-40034	Control of Communicable Disease and Environmental Hazards	Semester 3	15	Compulsory
PCS-40036	Statistical Methods and Epidemiology	Semester 3	15	Compulsory
PCS-40038	Leadership and Complexity in Global Healthcare	Semester 3	15	Compulsory
PCS-40044	Dissertation	Year long	60	Compulsory

May intake

Code	Title	Period	Credits	Type
PCS-40024	Applied Epidemiology	Semester 3	15	Compulsory
PCS-40026	Health Promotion	Semester 3	15	Compulsory
PCS-40028	Health Protection Function of Public Health	Semester 3	15	Compulsory
PCS-40030	Global Health	Semester 3	15	Compulsory
PCS-40032	Community Action Targeting Health Inequalities	Semester 1	15	Compulsory
PCS-40034	Control of Communicable Disease and Environmental Hazards	Semester 1	15	Compulsory
PCS-40036	Statistical Methods and Epidemiology	Semester 1	15	Compulsory
PCS-40038	Leadership and Complexity in Global Healthcare	Semester 1	15	Compulsory
PCS-40044	Dissertation	Year Long	60	Compulsory

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 7

The tables below, set out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Adopt a public health perspective to health inequalities, acknowledging local, national and global influences and perspectives.	All modules
Critically discuss complex and multi-factorial determinants of health and wellbeing in individuals' groups and wider society (local, national and international populations).	All modules
Demonstrate an understanding of, and be able to critically evaluate, methods to protect the health of individuals and populations against communicable disease and environmental hazards.	MPH - Health Protection Function of Public Health - PCS-40028 MPH - Control of Communicable Disease and Environmental Hazards - PCS-40034 Master of Public Health Dissertation - PCS-40044
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	MPH - Health Promotion - PCS-40026 MPH - Community Action Targeting Health Inequalities - PCS-40032 Master of Public Health Dissertation - PCS-40044
Demonstrate comprehension and application of a range of tools to critically evaluate public health at local, national and international levels.	All modules
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.	All modules; specific skill development in Applied Epidemiology & Statistical methods and epidemiology. MPH Dissertation.
Critically evaluate and 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.	All modules
Critically discuss evidence related to public health, using a range of communication skills in a variety of settings including inter-professional and work based	All modules
Recognise and critically reflect on the frameworks within which health and social care is delivered in the UK, and globally, and the effect on population health	MPH - Global Health - PCS-40030 MPH - Leadership and Complexity in Global Healthcare - PCS-40038 Master of Public Health Dissertation - PCS-40044
Critical reflect on the nature of organizational culture and how this impacts on leadership and the leader's role in shaping culture to improve population health	MPH - Leadership and Complexity in Global Healthcare - PCS-40038
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	MPH - Global Health - PCS-40030 MPH - Leadership and Complexity in Global Healthcare - PCS-40038

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Present and communicate information and arguments related to public and global health to a variety of specialist and non-specialist audiences.	All modules
Critically analyse the appropriateness of approaches and recommendations that aim to enhance public health	All modules
Demonstrate ability to work in, and lead, teams and groups in public and global health arenas	All modules
Demonstrate the ability to manage projects in public and global health related areas	All modules
Critically analyse data in relation to specified public and global health issues and evaluate research.	All modules

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Critically reflect on and evaluate own development in knowledge and skills and plan to minimise skill or knowledge deficit. [Graduate attributes: inclusivity, digital capability, active learning].	All modules
Communicate effectively to a wide range of specialist and non-specialist audiences [Graduate attributes: digital capability, external engagement, active learning].	All modules
Interpret data and offer solutions to problems based on critical data analysis [Graduate attributes: external engagement, active learning]	All modules
Demonstrate the ability to utilise Information Technology appropriately to maximise effectiveness of effort [Graduate attributes: digital capability]	All modules
Demonstrate participation in team working {Graduate attributes: external engagement, active learning]	All modules

8. Final and intermediate awards

Master of Public Health	180 credits	You will require at least 150 credits at Level 7
Postgraduate Diploma	120 credits	You will require at least 90 credits at Level 7
Postgraduate Certificate	60 credits	You will require at least 40 credits at Level 7

9. 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 function of the assessments on the programmes is to examine your attainment of the learning outcomes of the MPH Programme. The goal is to make best use of assessment practices that similarly meet the needs of

students in this context. The following list is representative of the variety of assessment methods used on your programme:

- The intention has been to create a range of authentic assessments (using verbal, presentation and written skills) which can generate externally facing outputs, digital skills, team working skills and transferability to public health practice in a range of settings.
- The MPH dissertation module is assessed by dissertation. The dissertation will involve the integration and application of theoretical knowledge and problem-solving skills to an identified public health issue and/or research problem within the discipline.

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.

10. Accreditation

This programme does not have accreditation from an external body.

11. 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'.

12. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: <https://www.keele.ac.uk/study/>

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

13. How are students supported on the programme?

Support for student learning on the programme is provided in the following ways:

In order to help support students to engage in study through their programme, all students on the programmes are provided with a named Academic Mentor (AM). The AM will work to provide and support:

- motivation and encouragement
- enrolment and preparing for modules
- frequent check ins
- high risk contact strategies and reminders of key dates
- triage to direct students with academic questions of issues requiring contact with other university departments.

The AM will be a student's first point of contact and students can expect to be in regular contact with their AM by phone, email or MS Teams.

The AM cannot advise on academic queries but can advise students on contacting the module tutor with specific queries or will recommend the student post queries on a message board if it is common, enabling module leaders and fellow students to engage in discussions to help to address any matters arising. If required, they will also assist students in directing them to relevant support services within the University.

Each student will be provided with academic tutoring by the module tutor for each module and they will be the key contact for all academic matters within the module. Module tutors will be able to answer queries raised of a subject specific nature on all modules taught.

Module tutors will work directly with students on a weekly basis, and will provide information on activities and summarise weekly activities. They will regularly monitor discussions, feedback and provide support for the completion of formative and summative assessments.

The Programme Director will monitor the running of the programme as a whole, which includes ensuring that

personal and academic issues raised by students and module tutors are addressed. Students should contact their Programme Director in the event they are unable to resolve issues raised with their AM and Module tutors.

Students will have access to Keele University's IT Services via <https://www.keele.ac.uk/it/> to support with systems used at the university.

Student Experience and Support Officer:

The Student Experience and Support Officer based in the School of Medicine is available to give confidential pastoral support and can signpost students to the wider student support services offered by Keele University

Disability Inclusion Tutor

The School of Medicine has a Disability Inclusion Tutor whose role is to support students with disabilities and ensure reasonable adjustments are implemented. The Disability Inclusion Tutor can advise students on matters relating to disability, including Dyslexia/Specific Learning Difficulties.

Wider Network of Student Support

Students have access to a wide range of support within the University via Student Services. Please see the Student Services website for more information: <https://www.keele.ac.uk/students/student-services/>

The Students' Union also offers support through the Advice and Support at Keele (ASK) service

14. Learning Resources

The relevant Programme Handbook will provide you with key information and guidance on structure, content and assessment. You may contact the module tutors, the Programme Director and the Academic Mentor via e-mail and may expect a response to their communications within seven working days. You will have access to material via the programme's learning resources. You will have access to Keele's Library Information Services on campus and via the Internet using your Keele login details.

15. Additional Costs

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. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

17. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:

<http://www.qaa.ac.uk/quality-code>

b. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

Whilst the programme aligns with public health competency frameworks, there are no specific requirements from professional or statutory bodies that the course must adhere to.

Feedback from employers and other public health practitioners have been obtained during the development process.

No other relevant standards are applicable to the programme.

Version History

This document

Date Approved: 19 March 2026

What's Changed

Addition of May intake

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2025/26	CLAIRE CARTWRIGHT	17 June 2025	
2.1	2024/25	CLAIRE CARTWRIGHT	19 March 2025	Table added to clarify the module and semester information for January starters
2	2024/25	ROSS WILKIE	23 October 2024	Addition of January intake
1	2024/25	ROSS WILKIE	06 August 2024	