

# Programme Specification: Post Graduate Taught For Academic Year 2026/27

## 1. Course Summary

<b>Names of programme and award title(s)</b>	Master of Public Health Master of Public Health with Global Health Master of Public Health with Leadership
<b>Award type</b>	Taught Masters
<b>Mode of study</b>	Full-time Part-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 7
<b>Normal length of the programme</b>	1 year full-time or 2 years part-time
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Online
<b>Accreditation (if applicable)</b>	n/a
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	Each module taken is individually costed. The fees for 2026/27 are: a standard 15-credit module costs £850 and the full fee for the programme is £8,500*

**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 is an online Master of Public Health (MPH) with three named award routes:

Master of Public Health

Master of Public Health with Global Health

Master of Public Health with Leadership

It 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 online MPH programmes develop 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 programmes 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 in public health, along with peer-to-peer engagement and learning. The programmes offer 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 programmes provide 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.

In the online MPH generic route, 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 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.

The MPH with Global Health provides a more 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. The same key public health skills and approach, outlined above for the MPH standard route, will be developed with a focus on international populations. This programme will provide students with 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 with Leadership is 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 business 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 organizations. 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 online MPH is that the learning events, within each module, 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 to improve 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, policy 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 policies and 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.

The MPH is designed for learners who wish to gain a broad-understanding of epidemiology, health promotion, health protection, improving health services, leadership and the global context

The MPH with Global Health specialism is for those interested in working with international populations and will equip students with the innovative skills to find creative solutions to real issues that face vulnerable populations worldwide. The total amount of credits in Global health in this pathway is 75 credits. Students taking this route in addition to completing the Global Health module (15 credits) will complete the dissertation modules (60 credits in total) in which their project will focus on a global health challenge and allow students to demonstrate their ability to work in global public health.

With reference to the MPH with Global Health, the additional aims are to:

- Develop skills needed for effective and sustainable global health action with an aim of contributing to and leading global health change
- Develop critical skills to examine contemporary global health and wellbeing challenges and how they are addressed
- 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

The MPH with Leadership specialism is designed for learners who aspire to lead the improvement of health services. The total amount of credits in Leadership in this pathway is 75 credits. Students taking this route in addition to completing the Leadership and Complexity in Global healthcare module (15 credits) will complete the dissertation modules (60 credits in total) in which their project will develop the ability to generate questions and derive the answers to leadership of projects, interventions and services that focus on population health improvement.

With reference to the MPH with Leadership the additional aims are to:

- 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 the abilities to make effective leadership decisions using a pragmatic and evidence-based approach to lead proactively, reflectively and with confidence. This includes include 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 programmes are 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 operates, 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:

1. Adopt a public health perspective to health inequalities, acknowledging local, national and global influences and

perspectives.

2. Critically discuss complex and multi-factorial determinants of health and wellbeing in individuals, groups and wider society (local, national and international populations).
3. 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.
4. 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.
5. Demonstrate comprehension and application of a range of tools to critically evaluate public health at local, national and international levels.
6. 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
7. 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
8. Critically discuss evidence related to public health, using a range of communication skills in a variety of settings, including inter-professional and work based.
9. 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.
10. 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
11. 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:

1. Present and communicate information and arguments related to public and global health to a variety of specialist and non-specialist audiences.
2. Critically analyse the appropriateness of approaches and recommendations that aim to enhance public health
3. Demonstrate ability to work in, and lead, teams and groups in public and global health arenas
4. Demonstrate an understanding of approaches to manage projects in public and global health related areas.
5. 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:

1. Critically reflect on and evaluate own development in knowledge and skills and plan to minimise skill or knowledge deficit.
2. Communicate effectively to a wide range of specialist and non-specialist audiences.
3. Interpret data and offer solutions to problems based on critical data analysis.
4. Demonstrate the ability to utilise Information Technology appropriately to maximise effectiveness of effort
5. 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?

The programme is designed for students with a degree in any discipline (see below for detail 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 online module tutors, with general support also provided by the module leads.

The phase one modules are designed to introduce students with no experience of the four domains of public health to the core concepts required on the programme. The phase two modules build upon this initial knowledge.

The programmes are delivered online through the Canvas VLE and students will use a variety of learning tools in studying for the chosen programme. 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. This means the learning is asynchronous but with sets of weekly deadlines that keep the students on the same study path.

Video 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. Canvas VLE tools, such as discussion boards and quizzes, may 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 online module tutors to provide feedback, support and intervention where required.

Students are expected to have access to laptops that meet the required software specifications to engage in study from home 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 online module tutors. Student Success Coordinators (SSC) provide regular focus on the student learning journey ensuring the progression and wellbeing of the student and providing 'signposting' to relevant support functions.

The Student Success Coordinator will be the first point of contact for the majority of student queries and will provide proactive contact to support the student in pastoral and the majority of administrative matters. The SSC is not in a position to answer academic questions or give academic guidance. The online module tutor is the first point of contact for academic queries.

The online tutors and module leads will be School of Medicine staff. A number of staff in School of Medicine have recordable teaching qualifications, having completed or are working towards Fellowship of the Higher Education Academy (FHEA) (AdvanceHE). Moreover, they have extensive experience of teaching Public Health (e.g. within the BSc (Hons) Public Health 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). 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/Professional Doctorates or are working towards these qualifications. Staff are actively involved in research across the School and belong to one of the School's research groups. There is a robust professional development strategy which includes an annual research and scholarship programme, alongside annual appraisal and personal development planning.

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?

All programmes will be delivered based on a carousel model. This means that programmes have multiple intakes and upon enrolment a student will select their first module found in table A based on their start date.

Students must complete all 4 modules (60 credits) from Table A.

Students must then complete all 4 modules (60 credits) from Table B and then are able to select the Dissertation Proposal PCS-40018 module from Table C. The Dissertation Proposal module is delivered for each cohort and are available throughout the academic year.

On completion of all Modules in Table A, B and C students are then able to select their Dissertation module as appears in Table D. The Dissertation module is also delivered for each cohort and is available throughout the academic year.

Please note if you apply for a study break or leave of absence this will delay your original intended completion date. Modules in table A and B are only delivered at specific points within the academic year so please bear in mind you will only be able to study a missed module at the next opportunity.

### Public Health - Module Carousel Table A

	Module Start Date	Module Name	Module Code	Credits
<b>Stage One Modules</b>	5th January 2027 or September 2027 (date to be confirmed)	Applied Epidemiology	PCS-40004	15
	2nd March 2027 or October 2027 (date to be confirmed)	Global health	PCS-40010	15
	1st September 2026 or 27th April 2027	Health protection	PCS-40008	15
	27th October 2026 or 22nd June 2027	Health promotion	PCS-40006	15

### Public Health - Module Carousel Table B

	Module Start Date	Module Name	Module Code	Credits
<b>Stage Two Modules</b>	5th January 2027 or September 2027 (date to be confirmed)	Statistics and Epidemiology	PCS-40014	15
	2nd March 2027 or October 2027 (date to be confirmed)	Leadership and complexity in global healthcare	PCS-40022	15
	1st September 2026 or 27th April 2027	Control of communicable disease and environmental hazards	PCS-40012	15
	27th October 2026 or 22nd June 2027	Community Action Targeting Health Inequalities	PCS-40016	15

### Public Health - Module Carousel Table C

	Module Start Date	Module Name	Module Code	Credits
<b>All students must complete the Dissertation Proposal module prior to commencing their Dissertation</b>				
<b>Stage Three</b>	<i>Delivered in all periods</i> - September, October, January, March, April, June	MPH Dissertation Proposal	PCS-40018	15

### Public Health - Module Carousel Table D

	Module Start Date	Module Name	Module Code	Credits
<b>Stage Four</b>	<i>Delivered in all periods</i> - September, October, January, March, April, June	MPH Dissertation	PCS-40020	45

Year	Compulsory	Optional	
		Min	Max
Level 7	180	0	0

## Module Lists

### Level 7

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Applied Epidemiology	PCS-40004	15	Semester 1-3
Health Promotion	PCS-40006	15	Semester 1-3
Health Protection Function of Public health	PCS-40008	15	Semester 1-3
Global Health	PCS-40010	15	Semester 1-3
Control of communicable disease and environmental hazards	PCS-40012	15	Semester 1-3
Statistical Methods and Epidemiology	PCS-40014	15	Semester 1-3
Community Action Targeting Health Inequalities	PCS-40016	15	Semester 1-3
MPH Dissertation Proposal	PCS-40018	15	Semester 1-3
Master of Public Health Dissertation	PCS-40020	45	Semester 1-3
Leadership and Complexity in Global Healthcare	PCS-40022	15	Semester 1-3

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## **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 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)

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
1. Adopt a public health perspective to health inequalities, acknowledging local, national and global influences and perspectives.	All modules
2. Critically discuss complex and multi-factorial determinants of health and wellbeing in individuals' groups and wider society (local, national and international populations).	All modules
3. 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.	Control of communicable disease and environmental hazards - PCS-40012 Master of Public Health Dissertation - PCS-40020
4. 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.	Health Promotion - PCS-40006 Community Action Targeting Health Inequalities - PCS-40016 Master of Public Health Dissertation - PCS-40020
5. Demonstrate comprehension and application of a range of tools to critically evaluate public health at local, national and international levels.	All modules
6.. 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.	Master of Public Health Dissertation - PCS-40020 All modules; specific skill development in Applied Epidemiology & Statistical methods and epidemiology
7. 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
8. 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
9. 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	Global Health - PCS-40010 Leadership and Complexity in Global Healthcare - PCS-40022 Master of Public Health Dissertation - PCS-40020
10. 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.	Leadership and Complexity in Global Healthcare - PCS-40022
11. 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.	Leadership and Complexity in Global Healthcare - PCS-40022 Global Health - PCS-40010

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

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
1. Critically reflect on and evaluate own development in knowledge and skills and plan to minimise skill or knowledge deficit.	All modules
2. Communicate effectively to a wide range of specialist and non-specialist audiences	All modules
3. Interpret data and offer solutions to problems based on critical data analysis.	All modules
4. Demonstrate the ability to utilise Information Technology appropriately to maximise effectiveness of effort.	All modules
5. Demonstrate participation in team working.	All modules

## **8. Final and intermediate awards**

**Table 5: Exit routes for the online MPH**

Master of Public Health	180 Credits	You will require 180 credits at Level 7. This is credits from completion of all phase one and two modules, the MPH dissertation proposal and Master of Public Health Dissertation modules.  The award of the Master's Degree may be at merit or distinction level in accordance with Regulation D2.4.2.2
Master of Public Health with Global Health	180 Credits	You will require 180 credits at Level 7. This is credits from completion of all phase one and two modules. In addition to completing the Global health module, to attain MPH with Global Health the MPH dissertation proposal and Master of Public Health Dissertation modules must focus on a global health issue.  The award of the Master's Degree may be at merit or distinction level in accordance with Regulation D2.4.2.2
Master of Public Health with Leadership	180 Credit	You will require 180 credits at Level 7. This is credits from completion of all phase one and two modules. In addition to completing the module in Leadership and Complexity in Global Healthcare to attain MPH with Leadership the MPH dissertation proposal and Master of Public Health Dissertation modules must focus on leadership.  The award of the Master's Degree may be at merit or distinction level in accordance with Regulation D2.4.2.2.
Postgraduate Diploma in Public Health	120 Credits	You will require 120 credits at Level 7. This includes completion of all eight modules in phases one and two.
Postgraduate Certificate in Public Health	60 Credits	You will require 60 credits at Level 7. This includes completion of all four modules at phase one.

Full-time participation will be organised for Intercalating students, who will complete two modules at each entry point.

## 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 following list is representative of the variety of assessment methods used on your programme.

The function of the assessments on the programmes is to examine students' attainment of the learning outcomes of the MPH, MPH with Global Health and MPH with Leadership Programmes. The goal is to make best use of assessment practices that similarly meet the needs of students in this context.

All assessment will be online: there is no need to attend Keele's campus for assessments. The Applied Epidemiology and the Statistics and Epidemiology modules will be assessed through completion of a portfolio of work that assesses student knowledge and understanding of material. Additional short papers and reviews will examine students' abilities to interpret and apply evidence from research into practice. Health protection will be assessed through written assignments that can focus on communicable disease and environmental hazards that are selected and are of interest to students. Similarly, the assignments for the Global health and Leadership and Complexity modules are assessed via written assignments that allow students to select and apply learning and critically evaluate issues that are of interest to them in these areas. The Health Promotion and Community Action modules are examined through short papers, videos, case studies and poster presentations and provide opportunities for students to demonstrate their ability to communicate with different audiences to improve population health.

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 and oral viva. 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. The viva will involve further discussion of dissertation content.

Marks are awarded for summative assessments and are 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.

## **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?**

You should normally have, or be about to complete:

A 2:2 undergraduate degree or a UK Master's degree (or international equivalent)

Or:

Applicants with qualifications below this level may be considered if they can provide evidence which demonstrates a minimum of 2 years' appropriate work experience. The evidence will be assessed on a case-by-case basis.

In addition, applicants must also have passed GCSE Maths (minimum grade C or 4) and pass a numeracy test prior to starting the course.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent (no subtest score below 5.5).

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment prior to starting the course, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele; students would complete this module prior to beginning their first public health module.

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/ga/programmesandmodules/recognitionofpriorlearning/>

## **13. How are students supported on the programme?**

In order to help support students to engage in study through their programme, all students on the programmes are provided with a named Student Success Co-ordinator (SSC). The Student Success Coordinators (SSCs) 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 SSC will be a student's first point of contact and students can expect to be in regular contact with their SSC by phone or email.

The SSC cannot advise on academic queries but can advise students on contacting the module tutor on specific queries or will suggest to 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 services within the University.

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

Online 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. Usually, two to three times in the module they will provide feedback on formative 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 leaders/tutors are addressed. Students should contact their Programme Leader in the event they are unable to resolve issues raised with their SSC and Online Tutors/module leaders.

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 Support Officer:

The student experience 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 students with key information and guidance on structure, content and assessment. Students may contact the online tutors, the Programme Director and the Student Success Co-ordinator via e-mail and may expect a response to their communications within seven working days. Students will have access to material via the courses' on-line learning resources. Students will have access to Keele's Library Information Services on campus and via the Internet using their Keele login details.

## **15. Other Learning Opportunities**

Placements, field strips and study abroad opportunities are not included in this programme.

Students are able to complete a Post-graduate certificate in Public Health (all four Phase 1 modules = 60 credits) or a Post-graduate diploma in Public Health (all four Phase 1 and all four Phase 2 modules = 120 credits).

Students with a diagnosed disability will be entitled to a range of reasonable adjustments. For more details, please see: <https://www.keele.ac.uk/students/lifeoutsideofstudy/disabilityanddyslexiasupport/>

## **16. 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.

## **17. 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/>

## 18. 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 course.

## 19. Annex - Programme-specific regulations

### Programme Regulations: Master of Public Health

<b>Final Award and Award Titles</b>	Master of Public Health Master of Public Health with Global Health Master of Public Health with Leadership
<b>Intermediate Award(s)</b>	Postgraduate Diploma in Public Health, Postgraduate Certificate in Public Health
<b>Last modified</b>	January 2026
<b>Programme Specification</b>	<a href="https://www.keele.ac.uk/qa/programmespecifications">https://www.keele.ac.uk/qa/programmespecifications</a>

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

## A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **Exemption 1, Academic Warnings:** Students on this programme are not covered by the University's Academic Warnings process.

## B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

### Variation 1:

#### (i) Variation to Regulation D1.12.1.5

You will be required to take one or more study break if the School advises you that you carry outstanding assessment attempts for previous modules to the equivalent of 45 credits or more. If you have already embarked on a further module, you may be placed on a compulsory study break to attempt your outstanding assessments before you are allowed to resume your studies at the next opportunity. Any compulsory study break will count towards your total allocation of study break time available on the programme. You will be allowed to resume your studies after your study break once you carry no more than 15 credits worth of outstanding assessment.

## Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

### Additional requirement 1: Study Breaks

Part-time students: You are entitled to take a maximum of six informal breaks in your study between the modules you enrol on. A study break is an informal absence for the duration of one module. You cannot take more than two consecutive study breaks in succession. Longer periods of absence require a formal leave of absence. Full-time students: Are entitled to take a maximum of three informal breaks in their study between the modules they enrol on. A study break is an informal absence for the duration of one module. They cannot take more than two consecutive study breaks in succession. Longer periods of absence require a formal leave of absence.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

## Version History

### This document

**Date Approved:** 10 June 2026

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2025/26	ROSS WILKIE	19 June 2025	
1	2024/25	ROSS WILKIE	10 June 2024	
1	2023/24	ROSS WILKIE	15 May 2023	
1	2022/23	ROSS WILKIE	31 August 2022	