

Course Information Document: Undergraduate

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Public Health Management
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	4 years
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Chengdu University of Traditional Chinese Medicine
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS); Ministry of Education (China)
Tuition Fees	63,000 RMB*

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.

** In reference to Section D (Fees) of your Student Agreement; the tuition fees payable during the duration of your programme will be set by and be subject to the terms of Chengdu University of Traditional Chinese Medicine and local authorities. The tuition fee payable will be communicated to you by Chengdu University of Traditional Chinese Medicine and you are responsible for paying the tuition fee when due.*

2. What is a Dual Award Programme?

NB: this award is part of a dual parchment arrangement where upon successful completion students also receive, in addition to the Keele award, a Bachelors Degree in Public Health Management awarded by Chengdu University of Traditional Chinese Medicine.

This joint programme is a dual award collaboration between Keele University and Chengdu University of Traditional Chinese Medicine (CDUTCM). Students who successfully complete the joint programme as described in this Programme Specification will be awarded a BSc (Hons) Public Health Management from Keele University and, upon successful completion of additional CDUTCM modules, also a Bachelors Degree in Public Health Management from CDUTCM.

This Programme Specification describes the award details for the BSc (Hons) Public Health Management from Keele University. The programme is unique and has been jointly designed to draw on the teaching and research strengths of both Keele and CDUTCM. Both universities contribute modules to the programme and the main teaching language is English, although some CDUTCM modules may be taught in Mandarin.

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 management and these concepts in the context of national and global society.

3. Overview of the Programme

The collaborative design of the programme between CDUTCM and Keele sees a truly unique programme within Public Health Management being offered. The programme will be taken solely on the CDUTCM campus, however, the content of the degree has been collaboratively designed selecting from both current CDUTCM and Keele University (KU) specialist modules surrounding the topics of Public Health Management. Examples of CDUTCM specialist content include expertise in Traditional Chinese Medicine, approaches to management and application of management skills to specialist working environments such as community health, elderly care, and health enterprise. Examples of KU specialist content includes epidemiology, analysis of large data sets, leadership, teamwork, and critique of evidence informed practice in public health. This collaborative approach ensures all content prepares a graduate to work anywhere in the world and represents a unique global perspective of public health.

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. 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 mediated 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. Globally, the challenge faced to improve public health is now an urgent priority as life expectancy is no longer increasing due to widening inequalities and demand on healthcare services is increasing. The focus must now be on prevention rather than just treatment to tackle this global crisis.

In the BSc Public Health Management programme, 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. Collectively, the programme provides you with transferable skills that go beyond public health practice and will enable you to gain employment anywhere in the world.

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. These themes are relevant globally and prepare you for working anywhere in the world.

Four themes:

1. 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.
2. The second theme is '**Understanding epidemics and research**' which will underpin the programme. There are a number of epidemics threatening population health globally (obesity is an example). 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 the final year. You will also be supported through lectures, group and individual tutorials throughout your studies.
3. The third theme is '**Health promotion and Health protection**'. This introduces the focus on managing population health linked to communicable diseases (health protection) and non-communicable diseases (health promotion). Sessions on communicable disease 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.

4. 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 complement 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 research 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

The programme 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.

Although the programme aligns with the United Kingdom (UK) Public Health Skills and Knowledge Framework it clearly links with global 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 features an academic internship throughout the first semester of year four which is designed to enhance graduate employability by providing real-life work experience within the field of public health. This opportunity will broaden the knowledge base of the student and its application within real world public health issues as well as enhance the students' Curriculum Vitae. The collaborative design of the programme between CDUTCM and Keele means that the expertise of Traditional Chinese Medicine, approaches to management, epidemiology and analysis of large data sets are included within the taught programme all of which are needed within an international job market.

4. Aims of the programme

Fundamental to the BSc Public Health Management 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.

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 interprofessional and work based. Recognise and be able to consider global frameworks within which health and social care is delivered in the and the effect on population health.
- Contribute to improving the delivery and quality of services (delivered anywhere in the world) 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 (IT) appropriately and in order 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 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.

6. How is the programme taught?

The Keele University Learning Principles (<https://www.keele.ac.uk/media/keeleuniversity/policyzone20/kiite/keele-learning-principles.pdf>) support and promote all aspects of student learning in relation to four key themes:

- Active social learning as our underlying principle.
- Digital enhancement of learning.
- Flexibility and responsiveness to students' learning and study needs.
- Diverse and authentic assessment for learning.
- Feedback as integral to learning.

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 Public Health Management programme 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 four 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 blended learning approaches that make use of the University's virtual learning environment to facilitate online discussions, 'blogs', conditional release tasks and access to a wide range of learning resources and research tools including:

- Online lectures - delivered both synchronously and asynchronously whereby creative methods of imparting 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 - online or in-situ where 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 - online or in-situ where 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.
- Case study work - the lecturer and/or students will present a specific case and use this as a vehicle for discussion and critical analysis.
- 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 year.

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.

Keele celebrates active social learning and has committed to reserving the advances the University has made with the following Keele Education Principles:

1. We must sustain the richness of our 'digital framing' and online enhancement, even as we return to more familiar timetabled structures of teaching.
2. We must continue to challenge 'broadcast delivery' in teaching and design more social, collaborative and active learning for students within our taught sessions.
3. We must inject in-situ teaching with 'added value' activities and resources that on-campus presence allows, drawing on existing methods and stretching our own ideas of how teaching can link to space, place and people in campus and civic contexts.
4. Where we have found alternatives, we must not step back into default settings of in-situ exams, time-limited tests and other conventions. Given the extraordinary effort we spent creating more authentic and inclusive assessments, we need to preserve and finesse these alternatives and design them in at the core of our programmes.

5. We must not forget or disband the creativity, accessibility and equity offered by the online variants of support and guidance we turned to.
6. We must continue to be there 'face to face' 'personally' and authentically for our students when we are online. In forms that are mediated and framed by digital tools, but also made more democratic and inclusive by them. This will complement our in-situ presence and engagement.
7. We must celebrate the developments we have made as digital content producers, and continue to define ourselves not just by the resources we list or capture, but by the digital learning resources we curate and create.
8. We must be clear in our expectations about the ways students should engage, interact with, and co-produce digital content, and the ways in which they contribute to online communities. In this way, students take ownership of learning resources and the process of learning itself.
9. We must explore ways of using our digital resources to save on the effort we habitually put into preparing & delivering certain forms of in-situ broadcast, presentation and guidance: only in this way can we balance the significant investment we put into developing new forms of content.
10. We must capture and sustain the agile, open and high quality collaboration that we have seen in times of crisis and contingency, and make this concrete through established networks of sharing and scholarship.
11. We must acknowledge and reward the extraordinary (and often supplementary) work we have invested in our educational adaptations and advances. We must seek ways of saving on effort, too, and move away from seeing innovation as 'additive', embracing ways that new modes of teaching and support can replace or move on from the old, freeing us from certain cycles and conventions of educational work.

7. Teaching Staff

The programme is delivered as part of the CDUTCM-Keele Joint Health and Medical Sciences Institute. including 1) staff based at Keele University, who design and moderate all the Keele modules across the four years of the programme; 2) Keele Associate Tutors in China, who deliver the Keele modules and; 3) staff from CDUTCM who teach the state compulsory modules in the first year and the CDUTCM modules across the four years of the programme.

The Keele School of Medicine and CDUTCM comprise of professors, lecturers and teaching fellows with expertise in public health and management. Most staff members have teaching qualifications and those that do not are encouraged to attain them. Most staff have PhD qualifications and a number have professional qualifications. Both Keele and CDUTCM maintain a strong commitment to excellence and innovation in teaching and research. Teaching is informed by research with teaching staff presenting and publishing academic papers at national and international conferences, in books and in internationally ranked journals. All members of staff seek to ensure that module content represents up to date research, including the results of their own research.

Both Universities will attempt to minimise changes to their 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. Both Universities 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 at both universities runs from September to June and is divided into two semesters. At CDUTCM students can generally expect to attend scheduled teaching sessions between the beginning of September and end of December, with examinations in January, followed by a winter vacation (including Chinese New Year). The second semester teaching begins in early March and finishes in June, followed by examinations.

At Keele, the schedule for the first semester is similar to CDUTCM, beginning in late September with teaching until mid-December and examinations in January. The second semester usually begins in the fourth week in January with nine or ten weeks of teaching before an Easter vacation and then two or three weeks of teaching in late April and May. This is followed by an examination period in May. The number of weeks of teaching will vary from programme to programme, but you can generally expect to attend scheduled teaching sessions between September and (end of) June. Your academic calendar will outline the plan for your annual programme of study.

Our degree courses are organised into modules. At Keele, 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. Students must complete 480 credits across the four years with 120 credits in each year.

An outline of the structure of the programme is provided in the tables below. There is one type of module delivered as part of your Keele degree programme:

- Compulsory modules - a module that you are required to study on this course.

A summary of the credit requirements per year is as follows, with a minimum of 60 Keele subject credits required in year 2 (Level 4) and a minimum of 90 Keele subject credits required each year from year 3 (Level 5) onwards. Students will also study a range of CDUTCM credit-bearing modules from year 1 onwards.

For further information on the content of the modules currently offered that contribute towards the Keele award, please visit: <https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

Year	Compulsory	Optional	
		Min	Max
Foundation Year	120	0	0
Level 4	120	0	0
Level 5	120	0	0
Level 6	120	0	0

Module Lists

Foundation Year

The first year of the degree concentrates on developing English Language skills as well as the independent study and research skills expected of university students. Students will study a compulsory English Language module and academic study and seminar skills module from Keele (in English), introductory subject modules from CDUTCM (Keele credit bearing) and undertake a small number of modules which are compulsory for all university students in China (in Mandarin) (non-Keele credit bearing).

Compulsory modules	Module Code	Credits	Period
Academic English Proficiency	ENL-00069	30	Semester 1-2
General English for Health and Rehabilitation Science	ENL-00081	30	Semester 1-2
Academic Study and Seminar Skills (CDUTCM)	ENL-00083	30	Semester 1-2
Social Medicine	CDU-00003	8	Semester 2
Medicine Fundamentals A	CDU-00019	8	Semester 2
Medicine Fundamentals B	CDU-00021	7	Semester 2
Medicine Fundamentals C	CDU-00023	7	Semester 2

Level 4

Level 4 accommodates 60 module credits of Keele University programme specific material taught in English with an additional 30 module credits of academic English material to develop students' language capabilities prior to entering level 5 (year 3) of the programme.

Compulsory modules	Module Code	Credits	Period
Health Communication and Service Marketing	CDU-10001	15	Semester 1
Health Security	CDU-10003	7	Semester 1
Academic English for Health and Rehabilitation Science 1	ENL-10047	15	Semester 1
Introduction to Public Health 1 (CDUTCM)	PCS-10019	15	Semester 1
Professionalism and Effective Communication (CDUTCM)	PTY-10074	15	Semester 1
Health Service and Management Skills Training	CDU-10009	8	Semester 2
Academic English for Health and Rehabilitation Science Part 2	ENL-10055	15	Semester 2
Introduction to Public Health 2 (CDUTCM)	PCS-10021	15	Semester 2
Health Enterprise Management (CDUTCM)	PCS-10023	15	Semester 2

Level 5

Level 5 accommodates 90 module credits of Keele University taught material as this is a collaborative programme with CDUTCM.

Compulsory modules	Module Code	Credits	Period
Management of Chronic and Comorbidities	CDU-20001	9	Semester 1
Lifestyle and Change in Contemporary Society (CDUTCM)	PCS-20027	15	Semester 1
Epidemiology and its Application to Improving Public Health (CDUTCM)	PCS-20029	30	Semester 1
Health Services and Management for Key Groups and Key Places	CDU-20003	21	Semester 2
Health Promotion (CDUTCM)	PCS-20019	30	Semester 2
Research for Improving Public Health (CDUTCM)	PCS-20025	15	Semester 2

Level 6

Level 6 accommodates 90 module credits of taught Keele University content delivered predominantly in semester 2 of the programme.

CDUTCM require 24 weeks of internship in order to satisfy the minimum requirements for students on graduation to gain employment in public health management. This will run from the end of level 5 during part of the summer vacation and all of level 6 semester 1.

Compulsory modules	Module Code	Credits	Period
Public Health Dissertation and Clinical Internship (CDUTCM)	PCS-30013	60	Semester 1-2
Challenges in Health and Social Policy (CDUTCM)	PCS-30015	15	Semester 2
Leadership and Teamworking in Public Health (CDUTCM)	PCS-30017	30	Semester 2
The Biological and Environmental Determinants of Public Health and Health Protection (CDUTCM)	PCS-30021	15	Semester 2

9. Final and intermediate awards

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

Honours Degree	360 credits	You must accumulate at least 360 credits overall to graduate with a named single honours degree in this subject. You will require at least 120 credits at level 4 or higher, at least 120 credits at level 5 or higher and at least 120 credits at level 6 or higher.
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher.
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher.

10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme 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 once it is marked after 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 information 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.

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.

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Foundation Year	32%	68%	0%
Year 1 (Level 4)	19%	81%	0%
Year 2 (Level 5)	20%	80%	0%
Year 3 (Level 6)	13%	62%	25%

12. Accreditation

This programme does not have accreditation from an external body.

13. University Regulations

Keele University's academic regulations will apply to this programme except for those modules contributed to the programme by CDUTCM, in which case CDUTCM's academic regulations will apply. Keele University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about Keele 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. Annex - References

Bruner, J.S. (1960) The Process of Education. Cambridge MA: Harvard University Press

Scarborough, P., Bhatnager, P., Wickramasinghe, K.K., Allender, S., Foster, C., and Rayner, M. (2011) The economic burden of ill health due to diet, physical inactivity, smoking, alcohol, obesity in the UK: An update to 2006-07 NHS costs. Journal of Public Health vol 33 (4) pp 527-535

United Kingdom Public Health Register. United Kingdom Public Health Register Registration Standards; Public Health Practitioners. 2018 (2nd edition) (<https://ukphr.org/wp-content/uploads/securepdfs/2019/07/UKPHR-Practitioner-Standards-2018-2nd-Ed.pdf>) (accessed 1st October 2020)

15. Annex - Programme-specific regulations

Programme Regulations: BSc (Hons) Public Health Management

Final Award and Award Titles	BSc (Hons) Public Health Management
Intermediate Award(s)	Diploma in Higher Education; Certificate in Higher Education
Last modified	October 2024
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

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:

- None

Please note however the following framework applies to students with regards to their progression:

Please refer to the CDUTCM-Keele Joint Health and Medical Sciences Institute regulations in relation to CDUTCM modules and the CDUTCM degree award. These regulations include the "CDUTCM-Keele Joint Health and Medical Sciences Institute Implementation Rules for Undergraduate Academic Warnings (Trail)" and "Student Registration Management Implementation Rules at CDUTCM-Keele Joint Health and Medical Sciences Institute (Trail)".

To successfully meet the Keele criteria to progress to the next level (year) of study, students must achieve 120 credits at their current level of study to meet eligibility criteria to progress, in line with Keele's [Regulation D2: Progression and Classification Rules](#).

The Joint Examination Board is convened in accordance with Keele's [Regulation D3: Board of Examiners](#), and will receive and review all module results from modules delivered in Semesters 1 and 2 of that academic year, across each available level of study, confirming Keele module results, noting CDUTCM module results, and determining a progression decision for each student.

In the event a student fails to meet a Keele module's pass threshold, the Joint Examination Board will confirm a student has failed at the first assessment attempt, and students will receive an opportunity to carry out reassessment on the module components they failed during set reassessment periods, normally during the summer (normally August) following the Joint Examination Board. All reassessment on Keele modules is carried out in accordance with Keele's [Regulation D1: Assessment](#) and [Assessment and Feedback Code of Practice](#). Unless a student has a valid Exceptional Circumstance, in accordance with Keele's [Regulation B3: Exceptional Circumstances](#) and [Exceptional Circumstances Code of Practice](#), all marks achieved on reassessment are ultimately capped at the component's pass threshold (normally 40%).

Students will normally only be permitted two attempts at each assessment component, for every assessment component for each Keele module at the corresponding level of study.

Following completion of reassessment for any failed modules delivered initially in Semester's 1 and 2 of the corresponding academic year, the Joint Examination (Resit) Board will reconvene in accordance with Keele's [Regulation D3: Board of Examiners](#), and will receive and review all Keele module reassessment results from modules delivered in Semesters 1 and 2 of that academic year, across each available level of study, confirming reassessment results and a progression decision for each student.

Students that successfully meet the module's pass threshold following reassessment, will then be permitted to progress to the next level of study following confirmation at the Joint Examination (Resit) Board. In the event a student fails to meet the overall progression threshold following reassessment, the Joint Examination (Resit) Board will consider whether a student meets the eligibility criteria for module condonement, as set out in Keele's [Regulation D5: Module Condonement and Compensation](#), and any applicable deviations as set out in the corresponding programme specification. In the case of this programme and those delivered through the CDUTCM-Keele Joint Health and Medical Sciences Institute, up to 15 credits per level of study at levels 4 and 5 can be condoned, for Keele subject modules only and not English language modules. Up to 30 credits can be condoned at level 6. No condonement will be applied to the year 1/level 3 provision and will therefore only apply to levels 4, 5 and 6. Condonement will not be applied to the CDUTCM modules and students will not be required to have passed CDUTCM modules accredited by Keele at the corresponding level of study to be eligible for condonement. Condonement can only be applied after the maximum allowed assessment attempts have been

completed (normally 2, the first attempt and then the reassessment).

Where a student fails to meet the overall progression threshold following reassessment because of failed Keele modules and does not meet the eligibility criteria for module condonement (or a student still fails to meet the progression threshold regardless of whether condonement is applied), students will not normally be permitted to progress to the next level of study. Students in this circumstance may have the option to repeat the failed modules, either on a modular basis, or by repeating the entire level of study, normally joining the cohort below in scheduled learning and teaching activities. Students will only be permitted to repeat on the basis they continue to fall within Keele's maximum period of registration, as set out in Keele [Regulation C1: Maximum Periods of Registration](#).

In the event that a student passes all Keele modules but fails CDUTCM modules accredited by Keele at the corresponding level of study, and therefore fails to ultimately achieve the overall progression threshold by achieving 120 credits, students will undertake reassessment during set reassessment periods determined by CDUTCM, which will then be considered by the Joint Examination Board to determine whether a student has met the overall progression threshold.

Where a student fails to meet the overall progression threshold following reassessment on the CDUTCM modules, but has passed all Keele modules (either at the first assessment attempt or following reassessment) students will be permitted to progress to the next level of study, and repeat the failed CDUTCM modules, normally on a modular basis, normally joining the cohort below in scheduled learning and teaching activities for the modules they failed. In this circumstance, students will continue to study Keele and CDUTCM modules at the next level of study at the same time.

Students repeating CDUTCM modules that have been permitted to progress to the next level of study must complete their repeated modules and successfully pass module assessment for all repeated modules (either at the first attempt or following reassessment) within the academic year or will not be permitted to progress further, and will have their studies terminated in accordance with Keele's [Regulation B8: Termination of Studies by the University](#).

Where a student has already completed a repeat option, repeating either Keele modules or a full level of study, they would not normally be permitted to repeat again. In instances where a student cannot repeat the failed modules or full level of study their studies would be terminated, meaning they will no longer be eligible for the full Keele award. Dependent on their accumulated credits and the level of study the credits correspond to, students may be eligible for an exit award.

B) VARIATIONS

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

Variation 1: The programme deviates from Regulation D5:

There is a variation to [Regulation D5: Module Condonement and Compensation](#). Up to 15 Keele credits per level of study are condonable at levels 4 and 5. Up to 30 Keele credits are condonable at level 6. Condonement can be applied to Keele University subject modules only and cannot be applied to English language and study skills modules.

Condonement will not be applied to CDUTCM modules and students will not be required to have passed CDUTCM modules accredited by Keele at the corresponding level of study in order to be eligible for condonement.

To obtain a Keele award, students must achieve 120 credits at each level of study, with all 90 Keele credits at level 5 and 120 Keele credits at level 6 used in the degree classification. Only Keele credits are used in the degree classification for the Keele award.

[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: 25 September 2025

What's Changed

CDU-00001 Medicine Fundamentals replaced by three separate modules (CDU-00019/00021/00023)

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2025/26	ADAM WINTERTON	24 March 2025	
1.1	2024/25	CLARE CORNESS-PARR	15 October 2024	Further details provided on progression arrangements for CDUTCM-Keele Joint Health and Medical Sciences Institute
1	2024/25	ADAM WINTERTON	18 June 2024	
1	2023/24	ADAM WINTERTON	10 October 2023	
1	2022/23	ADAM WINTERTON	10 October 2023	