	PROGRAMME SPECIFICATION	**Newcastle University**

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MSc/Postgraduate Diploma/Postgraduate Certificate
4	**Programme Title**	Public Health & Health Services Research
5	**UCAS/Programme Code**	5011F, 5011P, 3385F, 3385P, 3028P
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	N/A
8	**FHEQ Level**	7
9	**Date written/revised**	April 2011

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10   Programme Aims

The programme aims to produce graduates drawn from various healthcare and healthcare related professions within the NHS, ancillary services and industry with an academic foundation at FHEQ level 7 (Masters' level) in the disciplines and knowledge that underlie public health and health services research. Upon completion of the programme students will be able to evaluate and critically appraise a number of different approaches to health care and the delivery of health care services. They will have a systematic understanding of the way in which research into the healthcare services can lead to significant improvements in the health of populations. As the course progresses through each stage students will consider different research strategies and develop skills in analysis and project design ultimately leading to a Master's degree

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11   Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should be able to demonstrate the ability to:

A1   demonstrate knowledge of the way in which health care is planned, delivered and influenced in the UK
A2   demonstrate knowledge of the health status of individuals and populations and the factors that influence them

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Teaching and Learning Methods

Knowledge and understanding (A1-2) are primarily imparted through lectures and seminars. In both cases group and computer-based exercises, and student presentations are used to check the students' learning. Both A1 and A2 are achieved by project work undertaken as part of several of the modules leading to this learning outcome. Students are encouraged and expected to undertake independent reading to supplement the taught component of the programme. This reading is supported by the provision of reading lists, with identified prioritised references. Exercises are provided throughout the programme for self assessment/monitoring of progress.

Assessment Strategy

Knowledge and understanding of the subjects is primarily assessed by unseen examinations (A1-2) and written assignments (A1-2).

Intellectual Skills
On completing the programme students should be able to: B1 critically appraise and summarise published literature (MSc, Postgraduate Diploma and Postgraduate Certificate) B2 analyse, evaluate and interpret health-related data (MSc, Postgraduate Diploma and Postgraduate Certificate) B3 use evidence to recommend changes to public health and health care practice (MSc and Postgraduate Diploma)

Teaching and Learning Methods
Intellectual skills are developed through seminars (B1-3) and individual and group exercises (B1+2). Students are encouraged to explore and develop these skills through directed reading and student presentations, through case studies (B2) and project work to assess and solve problems (B3). These practical exercises can involve small group work in seminars or be individual pieces of work either for informal presentation to the group or by self-directed learning/directed reading.

Assessment Strategy
Intellectual skills are assessed by unseen examinations and written assignments (B1-3).

Practical Skills
On completing the programme students should be able to: C1 design a study to investigate a health-related question (MSc) C2 implement a study of a health-related question (MSc)

Teaching and Learning Methods
Skills in study design (C1) and study implementation (C2) are developed by lectures, seminars and individual and group exercises. Students are also taught basic statistical computing packages (C1-2) and undertake practical exercises on a regular basis. Students are supported in the development of these skills and their application in the dissertation by one-to-one supervision. Students are encouraged to develop practical skills C1-2 through active participation in class exercises. These skills are further developed and reinforced as the students apply their new skills to the development of a research project which is written up as their dissertation.

Assessment Strategy
These skills are assessed by design and implementation of a research project for the dissertation (C1-2), by unseen examinations (C1) and written assignments (C1-2).

Transferable/Key Skills
On completing the programme students should be able to: D1 identify appropriate information from a variety of sources D2 integrate material to investigate a topic D3 demonstrate effective communication skills using a variety of media D4 plan, organise and prioritise work activities to meet deadlines D5 use library and IT resources skilfully and appropriately

Teaching and Learning Methods
The skill of identifying sources of information (D1) is developed through lectures, seminars and practical group exercises. A key part of the programme is integrating the material from the various modules (D2), and this is developed through seminars, lectures, group exercises and student presentations, and also by tutors cross-referencing material from relevant modules. Communication and presentation skills (D3) are developed through seminars, group exercises and student presentations. Planning and organisation of their work (D4) and use of library and information technology resources (D5) are covered throughout the programme. Students are encouraged to develop key skills D1-5 through active participation in group

exercises, through informal presentations to the group and through the completion of written work. Integration of material from across the programme content is encouraged in the planning and implementation of the research project for the dissertation which makes up the final part of the programme. Students are supported by an academic supervisor, who provides support and advice throughout the dissertation.

Assessment Strategy

Skills D1-5 are assessed by a combination of written assignments and the dissertation. In addition, skills D1-3 are assessed by oral presentation, and skill D1 is assessed by unseen examination.

12	Programme Curriculum, Structure and Features

Basic structure of the programme

The MSc (5011F or 5011P) consists of a body of taught modules, and a supervised project and dissertation. To be awarded an MSc, students must successfully complete 180 credits: taught modules account for 120 credits, while the dissertation accounts for 60 credits.

To be awarded a Postgraduate Diploma (3385F or 3385P), students must successfully complete 120 credits of the taught programme of study.

The Postgraduate Certificate (3028P) consists of 60 credits from the taught programme, and is suitable for students wanting an introduction to the methods of public health and health services research.

Students may complete the MSc course full-time over one year, or part-time over two or three years. Taught modules may be split over two years, while the project and dissertation are done in the last year of study.

1) The 1-year option comprises contact teaching during September – May/June for the taught modules, and then the summer is spent completing the project and dissertation. Students will be expected to use non-contact time during September - May/June for the development of their dissertation project.

2) The 2-year option involves *either*
a) completing all the 120 credits from taught modules in the first year, followed by the dissertation project in the second year *or*
 b) completing 60 or 70 credits from taught modules in the first year, with the remaining modules needed to complete the 120 credits of the taught component and the dissertation project in the second year.

3) The 3-year option is to take 60 or 70 credits from taught modules in the first year, the remainder in the second year, and the dissertation project in the third year.

Students may complete the Postgraduate Diploma course full-time over 9 months, or part-time over 21 months.

Students take the Postgraduate Certificate as a part-time course over 9 months.

Key features of the programme (including what makes the programme distinctive)

The MSc programme provides, together with service training, an appropriate preparation for the academic components of the Diploma and Part A MFPH examination of the Faculty of Public Health.

The list of modules and their credit values are given below.

Code	Module	Credit Size
HSC8040	Health and Health Care Policy	10
HSC8036	Health Statistics	20
HSC8042	Public Health Intervention	10
HSC8047	Health and Society	10

HSC8045	Public Health Protection	10	
HSC8027	Health Economics	10	
HSC8046	Applied Epidemiology	20	
HSC8048	Health Care Quality	10	
HSC8051	Introduction to qualitative research methods	10	
HSC8053	Introduction to quantitative research methods	10	
HSC8055	Introduction to systematic reviewing and critical appraisal	10	
HSC8056	Introduction to global health	10	
HSC8052	Further qualitative research methods	10	
HSC8054	Further quantitative research methods	10	
HSC8099	Dissertation	60	

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/2010-2011/fmed.php

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13   Criteria for admission

Entry qualifications
A good honours degree, preferably in the medical/biomedical/health or social science fields. Applications from other backgrounds are welcome but applicants are encouraged to discuss their application with the Degree Programme Director in the first instance.

A candidate may be entered for the programme in Public Health and Health Services Research at the discretion of the Degree Programme Director and provided that such candidate:

(a)   can provide one appropriate academic reference;

and

(b)   has a minimum upper second-class Honours degree in a medical/health or social sciences discipline. Applicants from other backgrounds will be considered on a case by case basis;

or

(c)   has successfully completed the fourth year of the Bachelor of Medicine and Bachelor of Surgery (MBBS) programme or equivalent.

Admissions policy/selection tools
Applications may be made at any time during the year, but a closing date for finalisation of places will be set annually, usually the end of August. Offers of places are made to suitably qualified applicants, conditional upon receiving a satisfactory reference, evidence of qualifications and IELTS or TOEFL score if applicable. Interviews will be undertaken if appropriate. Specialist Registrars in Public Health in the Strategic Health Authority will be deemed accepted upon appointment.

Non-standard entry requirements
Candidates who do not meet the criteria are encouraged to discuss their application with the programme director and/or to provide written justification for their application for this particular programme. All applicants will be considered individually on merit.

Level of English language capability
All candidates whose first language is not English will require a minimum IELTS score of 7.5 with a minimum score of 7.0 in the writing sub-score, or overall equivalent.

14	Support for Student Learning

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Help with academic writing is available from the Writing Development Centre.

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their academic tutor (see below) for more generic issues. One or more members of the academic staff are provided to supervise their dissertation project and to advise them on the production of their dissertation. Thereafter the Degree Programme Director may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee and/or at the Board of Studies.

Pastoral support
All students are assigned an academic tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. The results of module assessments are fed back to the tutors, allowing them to monitor the progress of the students. In addition the University offers a range of support services, including one to one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15	Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews
All modules are subject to review by questionnaires which are considered by the Curriculum Committee and the Board of Studies. Changes to, or the introduction of new modules are considered at the Curriculum Committee. Student opinion is sought at the Staff-Student Committee and/or the Curriculum Committee. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Peer review
Teaching staff engage in a regular peer review process to ensure quality assurance of teaching standards.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports
External Examiner reports are considered by the Curriculum Committee and Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee and the Curriculum Committee.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Curriculum Committee.

Faculty and University review mechanisms
The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports

Additional mechanisms
None

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16   Regulation of assessment

Pass mark
The pass mark is 50 (postgraduate programmes).

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Summary description applicable to Postgraduate Masters programmes		Summary description applicable to Postgraduate Certificate and Diploma programmes	
<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

Role of the External Examiner
An External Examiner is appointed by Faculty Teaching and Learning Committee, after recommendation from the Curriculum Committee.

The External Examiner is expected to:
    See and approve examination papers
    Moderate examination and coursework marking

Attend the Board of Examiners
Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see http://www.ncl.ac.uk/postgraduate/)

The University Regulations (see http://www.ncl.ac.uk/regulations/docs/2010.html)

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education

Mapping of intended learning outcomes onto curriculum/modules

Intended Learning Outcome	Module codes (Compulsory/core in bold)
A1 - Demonstrate knowledge of the way in which health care is planned, delivered and influenced in the UK (MSc and Postgraduate Diploma)	**HSC8055,** HSC8040, HSC8027, HSC8046, HSC8047
A2 - Demonstrate knowledge of the health status of individuals and populations and the factors that influence them (MSc, Postgraduate Diploma and Postgraduate Certificate)	**HSC8051, HSC8053, HSC8055,** HSC8047**,** HSC8046, HSC8042, **HSC8036,** HSC8045, HSC8054, HSC8052, HSC8056
B1 - Critically appraise and summarise published literature (MSc, Postgraduate Diploma and Postgraduate Certificate)	**HSC8055,** HSC8027, **HSC8036,** HSC8048
B2 - Analyse, evaluate and interpret health-related data (MSc, Postgraduate Diploma and Postgraduate Certificate)	**HSC8051, HSC8053, HSC8055, HSC8036,** HSC8027, HSC8046, HSC8054, HSC8052
B3 - Use evidence to recommend changes to health care practice (MSc and Postgraduate Diploma)	HSC8046, **HSC8036,** HSC8042, HSC8048
C1 - Design a study to investigate a health-related question (MSc)	**HSC8051, HSC8053, HSC8055,** HSC8040**, HSC8036,** HSC8042, HSC8047, HSC8045, HSC8027, HSC8046, HSC8048, HSC8054, HSC8052, HSC8099
C2 - Implement a study of a health-related question (MSc)	**HSC8051, HSC8053, HSC8055, HSC8036,** HSC8027, HSC8042, HSC8046, HSC8045, HSC8048, HSC8054, HSC805, HSC8099
D1 - Identify appropriate information from a variety of sources (MSc and Postgraduate Diploma)	**HSC8051, HSC8053, HSC8055,** HSC8046, HSC8048, HSC8040**,** HSC8045, HSC8054, HSC8052, HSC8056
D2 - Integrate material to investigate a topic (MSc, Postgraduate Diploma and Postgraduate Certificate)	**HSC8051, HSC8053, HSC8055,** HSC8040**, HSC8036,** HSC8042, HSC8047**,** HSC8045, HSC8027, HSC8046, HSC8048, HSC8054, HSC8052, HSC8099, HSC8056
D3 - Demonstrate effective communication skills in a variety of media (MSc, Postgraduate Diploma and Postgraduate Certificate)	**HSC8051, HSC8053, HSC8055,** HSC8040, **HSC8036,** HSC8042, HSC8047**,** HSC8045, HSC8027, HSC8046, HSC8048, HSC8054, HSC8052, HSC8099, HSC8056

D4 - Plan, organise and prioritise work activities to meet deadlines (MSc, Postgraduate Diploma and Postgraduate Certificate)	**HSC8051, HSC8053, HSC8055,** HSC8040**, HSC8036,** HSC8042, HSC8047**,** HSC8045, HSC8027, HSC8046, HSC8048, HSC8054, HSC8052, HSC8099, HSC8056
D5 - Use library and IT resources skilfully and appropriately (MSc, Postgraduate Diploma and Postgraduate Certificate)	**HSC8051, HSC8053, HSC8055,** HSC8040, **HSC8036,** HSC8042, HSC8047, HSC8045, HSC8027, HSC8046, HSC8048, HSC8054, HSC8052, HSC8099, HSC8056

Compulsory modules in bold