

B2.5.1 Course Title: Postgraduate Diploma/MSc in Health Promotion and Population Health
(Multidisciplinary Practice Mode)

Postgraduate Certificate/Postgraduate Diploma/MSc in Health Promotion and Population Health (Education and Youth Sector Mode)

AWARD INSTITUTION/BODY:	University of Ulster
TEACHING INSTITUTION:	University of Ulster
LOCATION:	Jordanstown, Magee Campus, Monaghan Education Centre
ACCREDITED BY:	University of Ulster
FINAL AWARD:	Postgraduate Diploma/MSc Health Promotion and Population Health Exit Award Of Postgraduate Certificate in Health Promotion and Population Health (Education and Youth Sector Mode)
MODE OF ATTENDANCE:	Full-time/part-time (Multi-disciplinary Practice Mode) Part-time only (Education and Youth Sector Mode)
SPECIALISMS:	Multi-disciplinary Practice Mode Education and Youth Sector Mode
COURSE/UCAS CODE:	G405PJ; G705PJ; G406PJ; G706PJ; G705PM, G706PM
LAST UPDATED:	1997

EDUCATIONAL AIMS OF THE COURSE

The education aims of this course are to:

1. Enable students to critically evaluate the dynamic shifts in the discourses of health, health promotion and population health and to assess the implications for the public, the practice of professionals and the future for relevant policy development at local, regional, national and global levels.
2. Develop the knowledge and critical perspectives necessary to develop key roles in leadership and management in health promotion and population health.

In addition, for the Multidisciplinary Practice Mode the course aims to:

3. Enable students to develop a critical, evidence-based perspective to their practice, based on an eclectic research base, which recognises the unique requirements of health promotion and population health which clearly differentiate them from evidence-based medicine.

For the Education and Youth sector mode, in addition to aims one and two, above, the course aims to:

4. Enable students to gain the knowledge and understanding which will assist them to critically engage with the concept of leadership and management for the health promoting setting as applied to specific institutions within the education and youth sector.

MAIN LEARNING OUTCOMES

The course provides opportunities for students to achieve and demonstrate the following learning.

11K KNOWLEDGE AND UNDERSTANDING OF SUBJECT

Students for both modes of the course will have:

- K1** A critical, in-depth understanding of key issues in the health, health promotion and population health discourses.
- K2** A critical, in-depth knowledge and understanding of planning frameworks, implementation and evaluation strategies.
- K3** A critical, in-depth knowledge and understanding of relevant research paradigms, methodologies, techniques and the research environment.

Students for the multidisciplinary practice mode of the course will have, in addition:

- K4** A knowledge and in-depth critical understanding of current, relevant policy initiatives at local, regional, national and global levels.
- K5** A knowledge and critical understanding of key concepts in epidemiology and other forms of evidence for the promotion of the health of selected populations.
- K6** A critical, in-depth knowledge and understanding of key concepts in leadership and management in the fields of health promotion and population health.

Students for the education and youth sector mode of the course will have, in addition:

- K7** A critical, in-depth knowledge of conceptual issues relating to the settings approach and other key policy initiatives as applied to the education and youth sectors.
- K8** A critical, in-depth knowledge of key issues in curriculum and programme planning for children, young people and others in the lifelong learning environment.

Learning and Teaching Methods:

Classroom-based workshops which encompass didactic teaching and participatory groupwork which may involve a range of strategies which will include problem solving, opinion forming, debate and generation of new ideas and approaches. K1, K2, K3, K4, K5, K6, K7, K8.

Research-based statistical laboratory exercises will be employed in the development of statistical exercises. K 3, K4

On-line teaching will be employed for the enhancement of key themes in the course K1, K2, K4

Independent reading and literature research is a vital and indispensable element of learning as students will need to read into their areas of specific interest to enable them to apply the concepts and principles delivered in the teaching environment. K1, K2, K3, K4, K5, K6, K7, K8

Assessment Methods:

All assessment will be by coursework, recognising the unique needs of mature learners. The assessment schedule is designed to permit the student to apply the concepts and principles delivered in the teaching environment to their area/s of special interest. Assessment methods will include essays, role audits, planning exercises, class tests, research proposals, small-scale research exercises, critical literature review and preparation and delivery of seminars and other presentations which will best facilitate shared learning.

111 INTELLECTUAL QUALITIES

Students from both programme modes will be able to:

- I1** Apply a critical, in-depth understanding of key issues in the health, health promotion and population health discourses to a range of challenges and problems encountered when seeking to promote the health of the public.
- I2** Apply an in-depth knowledge and understanding of planning frameworks, implementation and evaluation strategies which will enable a critical evaluation to be made of planning and implementation strategies for a range of population health issues.
- I3** Apply an in-depth knowledge and understanding of relevant research paradigms, methodologies, techniques and the research environment to decisions relating to the conduct of personal research efforts and commissioning of research which will be based on critical analysis.
- I4** Apply knowledge and in-depth understanding of current policy initiatives at local, regional, national and global levels which will enable a critical assessment to be made of the contribution of policy to the health of defined populations.
- I5** Critically appraise the opportunities for applying knowledge of leadership and management issues to health promoting initiatives in the relevant sectors.

Students for the multidisciplinary practice mode will, in addition, be able to:

- I6** Apply knowledge of key concepts in epidemiology and other forms of evidence in understanding the issues necessary to form and critically analyse a sound and reliable evidence base.

Learning and Teaching Methods:

Classroom-based workshops which encompass didactic teaching and participatory groupwork which may involve a range of strategies which will include problem solving, opinion forming, debate, role play and simulated planning exercises and generation of new ideas and approaches. I1, I2, I3, I4, I5

Research-based statistical exercises will be employed in the development of statistical exercises. I3, I4

On-line teaching will be employed for the enhancement of key themes in the course I1, I2, I4.

Independent reading and literature research is a vital and indispensable element of learning, as students will need to read into their areas of specific interest to enable them to apply the concepts and principles delivered in the teaching environment. I1, I2, I3, I4, I5, I6

Assessment Methods:

All assessment will be by coursework, recognising the unique needs of mature learners. The assessment schedule is designed to permit the student to apply the concepts and principles delivered in the teaching environment to their area/s of special interest. Assessment methods will include essays, role audits, planning exercises, class tests, research proposals, small-scale research exercises, critical literature review and preparation and delivery of seminars and other presentations which will best facilitate shared learning.

11P PROFESSIONAL/PRACTICAL SKILLS

Students will be able to:

- P1** Apply an in-depth knowledge of planning frameworks, implementation and evaluation strategies to the development of plans for selected population health initiatives.
- P2** Apply an in-depth knowledge and understanding of relevant research paradigms, methodologies, techniques and the research environment to decisions relating to the formulation, administration and analysis of research instruments, both within small-scale research exercises and to a more major research project which will form the basis of the final dissertation or its equivalent; commissioning of research will also be considered.

In addition, students on the multidisciplinary practice mode will be able to:

- P3** Apply their knowledge and critical understanding of key concepts in epidemiology and other forms of evidence which will enable them to create, manipulate and use the evidence base for planning and implementation of initiatives which will promote the health of individuals and defined populations.

In addition, students on the education and youth sector mode will be able to:

- P4** Apply their knowledge of curriculum planning issues to generate appropriate plans for curriculum and health promoting environmental innovation.

Learning and Teaching Methods:

Classroom-based workshops which encompass didactic teaching and participatory groupwork which may involve a range of strategies which will include problem solving, opinion forming, debate, role play and simulated planning exercises and generation of new ideas and approaches. P1

Research-based statistical exercises will be employed in the development of statistical exercises. P2

On-line teaching will be employed for the enhancement of key themes in the course P1, P3

Independent reading and literature research is a vital and indispensable element of learning as students will need to read into their areas of specific interest to enable them to apply the concepts and principles delivered in the teaching environment. P1, P2, P3, P4

Assessment Methods

All assessment will be by coursework, recognising the unique needs of mature learners. The assessment schedule is designed to permit the student to apply the concepts and principles delivered in the teaching environment to their area/s of special interest. Assessment methods will include essays, role audits, planning exercises, class tests, research proposals, small-scale research exercises, critical literature review and preparation and delivery of seminars and other presentations which will best facilitate shared learning.

11T TRANSFERABLE SKILLS

Students will be able to:

- T1** Prepare and deliver a seminar presentation which will include participatory strategies;
- T2** Undertake in-depth critical literature review using relevant data bases and other search techniques
- T3** Analyse research data within both the positivist and interpretivist paradigms
- T4** Undertake collaborative planning in any area of the education and youth sector (education and youth sector mode only).

Learning and Teaching Methods:

Classroom-based preparation, which includes didactic teaching, will be reinforced by individual studies advice and small group support. T1 T4

Classroom-based preparation, which includes didactic teaching, will be reinforced by IT laboratory exercises which will be employed in the development of library search skills and research-based statistical exercises. T2, T3

Assessment Methods:

All assessment will be by coursework, recognising the unique needs of mature learners. The assessment schedule is designed to permit the student to apply the concepts and principles delivered in the teaching environment to their area/s of special interest. Assessment methods will include essays, role audits, planning exercises, class tests, research proposals, small-scale research exercises, critical literature review and preparation and delivery of seminars and other presentations which will best facilitate shared learning

11 **MODULE OUTCOME MAP**

Please Note: The matrix displays only the main measurable outcomes. There may be other outcomes detailed in the module descriptions (eg attitudes and behaviours) which are not assessed.

MODULE		OUTCOMES																							
TITLES	CODE	K1	K2	K3	K4	K5	K6	K7	K8	I1	I2	I3	I4	I5	I6	P1	P2	P3	P4	T1	T2	T3	T4		
Both Pathways																									
Advanced Methods in Health and Social Care Research	NUR816	✓		✓		✓				✓		✓	✓				✓				✓	✓			
Writing a Research Proposal				✓								✓					✓								
Multidisciplinary Practice Mode:																									
Promoting Health of the Public		✓				✓				✓				✓							✓	✓			
Evidence Informed Healthcare				✓	✓	✓						✓	✓	✓				✓				✓	✓		
Epidemiology for Population Health					✓	✓							✓	✓				✓				✓	✓		
Planning for Population Health		✓	✓		✓	✓	✓			✓	✓		✓	✓	✓	✓					✓	✓			
Leadership and Management in Promoting the Public's Health		✓	✓		✓	✓	✓			✓	✓		✓	✓		✓					✓	✓			
Society, Policy and Population Health		✓				✓				✓			✓	✓							✓	✓			
Education & Youth Sector Mode:																									
Health and Its Promotion		✓								✓											✓	✓			
Health Promotion Curriculum and Project Planning			✓					✓	✓		✓					✓		✓	✓		✓	✓			
Curriculum And Programme Planning And Delivery For Relationships And Sexuality Education			✓					✓	✓		✓					✓		✓	✓		✓	✓			
Leadership and Management in the Settings Environment								✓	✓		✓		✓		✓	✓					✓	✓		✓	
Both Modes																									
Research Project (MSc Only)	NUR836			✓	✓							✓					✓				✓	✓			

12 **STRUCTURE AND REQUIREMENTS FOR THE AWARD**

This award, in its Multidisciplinary Practice mode, provides a comprehensive overview of the various elements necessary to provide the knowledge and conceptual base necessary to reflect the requirements of the National Occupational Standards in Health Promotion and Public Health and to reflect current developments towards a population health approach. Due to the pressure created by the necessity to match external expectations, no options are offered or are they necessary. Students may withdraw from the University when they have completed the necessary 120 level M points to achieve the Postgraduate Diploma or, as is the normal expectation on this course, they will progress towards the MSc by completing the balance of the 60 points at level M necessary to achieve the full 180 level M points necessary. The Structure of the award is prescribed in the Programme Diagram (see Fig ?)

In the Education and Youth Sector mode, the needs of teachers, lecturers, youth workers and others who work in the sector dictate that a different configuration is offered. Thus the award, which is only offered in part-time attendance, permits students to exit with a Postgraduate Certificate in Health Promotion and Population Health, the 60 level M points of this qualification being used to explore foundational and curriculum planning issues. The additional 60 level M points required to attain the Postgraduate Diploma focus on research and leadership and management in health promotion. The MSc then requires the completion of the research project.

Module Title	Credit Level	Credit Points	Module Status	Awards [exit awards]
Advanced Methods in Health and Social Care Research	M	30	Compulsory	
Writing a Research Proposal	M	10	Compulsory	
Multidisciplinary Practice Mode				
Promoting Health of the Public	M	15	Specified	
Evidence Informed Healthcare	M	15	Specified	
Epidemiology for Population Health	M	15	Specified	
Planning for Population Health	M	15	Specified	
Leadership and Management in Promoting the Public's Health	M	15	Specified	
Society, Policy and Population Health	M	15	Specified	
Education and Youth Sector Pathway				
* Health and its Promotion	M	30	Specified	
* Health Promotion Curriculum and Project Planning	M	30	Optional	
* Curriculum And Programme Planning And Delivery For Relationships And Sexuality Education	M	30	Optional	
Leadership and Management in the Settings Environment	M	30	Specified	
			PGDiploma in Health Promotion and Population Health	
MSc Research Project	M	50	Compulsory	
			MSc in Health Promotion and Population Health	
* Modules identified	M	60	Postgraduate Certificate in Health Promotion and Population Health	

13 SUPPORT FOR STUDENTS AND THEIR LEARNING

Students and their learning are supported in a number of ways:

- Induction process
- Course/Subject Director
- Advisers of Studies
- Information Services Department
- Student Support Department
- Sport and Recreation Department
- International Office

14 CRITERIA FOR ADMISSION

Applicants must satisfy the University's general entry requirements and specific requirements for admission are detailed below:

A primary degree, or equivalent, from a University or other Institution approved by the University, in a subject relevant to health promotion, population health or public health.

Exceptionally, candidates who possess a qualification other than that listed above, but who have at least two years' full-time equivalent experience as a health promotion or public health specialist or as an expert health promoter (one whose full time is spent in leadership and management and programme delivery of health promotion in a defined professional area) may be admitted to the course subject, where necessary, to bridging work being undertaken.

15 EVALUATING AND IMPROVING THE QUALITY AND STANDARD OF LEARNING AND TEACHING

- National Occupational Standards in Health Promotion and Public Health are met
- Staff/student consultation enables students to raise any issues of concern related to their programme. This may be managed in a number of different ways including formal Staff/Student Consultative Meetings, meetings with a class or option group, use of questionnaires, on-line discussions. As necessary issues are forwarded to the Course Committee
- Annual student questionnaires are used to evaluate the quality of staff teaching
- Modules are evaluated on each occasion offered
- Student performance in theoretical assessment is monitored
- Annual course/subject monitoring occurs
- External examiners play a key role in monitoring of standards
- University/Faculty/School strategies support quality of teaching and learning
- Staff are encouraged to access a range of Staff Development activities

16 REGULATION OF STANDARDS

Assessment rules

- Pass mark is 50%
- Condonement is not permitted
- Distinction is awarded for an overall mark of 70% including module marks of at least 70% in modules amounting to:
 - 90 credit points for the MSc [including the dissertation]
 - 60 credit points for the Postgraduate Diploma
 - 30 credit points for the Postgraduate Certificate

External examiners

There is one External Examiner.

External examiners are academic subject or professional experts appointed from outside the University. Their key functions are to contribute to the assurance of the standards of the award and the fair treatment of students. They are involved in the moderation and approval of assessments and the moderation of the marking undertaken by internal examiners.

17 INDICATORS OF QUALITY RELATING TO LEARNING AND TEACHING

- The course is recognised by the Society of Health Education and Promotion Specialists as conferring qualified Health Promotion Specialist status.
- 100 % of teaching staff are members of the Higher Education Academy
- In the QAA Subject Review Exercise of 2001, the subject (reviewed as part of Other Subject Allies to Medicine with Physiotherapy and Occupational Therapy) received a score of 22, Excellence in Teaching.