

2019/2020 Course Handbook

# MSc Public Health Promotion (Ghana)

School of Health & Community Studies

MSPHM

Partner Institution: University of Health and Allied  
Sciences



**LEEDS BECKETT UNIVERSITY**



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## 1 Welcome to the Course

### 1.1 Message from the Dean of School

Welcome! If you are joining us to start your course or returning to continue your studies, I hope that you enjoy and value your time at Leeds Beckett over the coming year. Your time at university is the beginning of something new and very special for you, and we are here to help you to meet your potential in your studies. Everything we teach and research in the School of Health and Community Studies makes a difference to communities and individuals, and this is the path you are following. Your studies will make a difference to the people you work with and the communities you serve, and you should be very proud of this.

The university experience is about more than getting a qualification though, it's about meeting new people and making new friends, developing your thinking about the world in general, and having fun along the way. Your course tutors and I are here to help you every step of the way so please come and talk to us to share your hopes, challenges and achievements.



Sue Sherwin, Dean of School of Health and Community Studies

### 1.2 Message from your Course Director and Course Leader

Welcome to the MSc Public Health Promotion course and to the new course handbook for 2019-20! This handbook provides you with information that you will need on your course. You should find it helpful when you first start, when you are preparing for assessment and at any time that you need help or advice in connection with your studies here. You will also receive a Module Handbook for each module you study on your course.

The course team is looking forward to working with you this year and we hope that your time studying with us at Leeds Beckett University is both enjoyable and successful.

On behalf of our University and the whole course team I would like to wish you well in your studies.

Dr Ruth Cross, Course Director, Health Promotion.

### 1.3 Academic Calendar and Timetable

Our standard student academic calendar is summarised below:

<b>Week commencing Monday</b>	<b>Student Calendar</b>
Early September 2019	Cohort 3: Distance Learning lead-in for Managing for Health module and Health & Environment module (over 8 weeks).
28.10.19 – 08.11.19	Cohort 3: Face to face consolidation of Managing for Health module and Health & Environment module (over 2 weeks).
December 2019	Assignment hand-ins (exact date to be confirmed)
25.12.19 – 02.01.20	Christmas Break – University closed
January/February 2020	Cohort 3: Distance Learning lead-in for Research Design module (over 8 weeks). Exact dates to be confirmed.
April/May 2020	Cohort 3: Face to face consolidation of Research Design module (over 2 weeks). Exact dates to be confirmed.

The University's standard term dates are available here:

<http://www.leedsbeckett.ac.uk/about-our-university/term-dates/>

## 1.4 Key Contacts

The Course Team will do their best to respond to student e-mails as quickly as possible. Students should be aware that some team members are part time and therefore not in University every day. There are also other demands on tutors' time (such as research, travel, teaching preparation, staff development) and therefore we ask that students contact the team in good time when a problem or question arises.

First points of contact:

- If it is a general query or central administrative issue contact the Leeds Student Administrator (contact details below)
- If it is a local (Ghanaian) general query or administrative issue contact the Ghanaian Coordinator (contact details below)
- If it is an overall course issue contact the Course Leader (contact details below)
- If it is an issue about any aspect of the course that you would like to bring to the course team's attention but do not feel you can contact a member of the course team directly please contact one of your Course Representatives (see below for Cohort 2; to be confirmed for cohort 3)
- If it is an issue related to a specific module contact the Module Tutor(s) (contact details will be in each individual Module Guide which you will receive at the start of each module)
- If it is a personal or pastoral issue contact the Course Leader who is also your Academic Advisor
- If it is a dissertation query contact your Dissertation Supervisor (allocated once in the dissertation phase of your studies) or the Dissertation Coordinator (contact details below)

### Course Director/Academic Advisor

Dr Ruth Cross [r.m.cross@leedsbeckett.ac.uk](mailto:r.m.cross@leedsbeckett.ac.uk)

### Course Administrator

Mrs Jenny Peter [j.k.peter@leedsbeckett.ac.uk](mailto:j.k.peter@leedsbeckett.ac.uk)

### Local Co-ordinator

Professor Francis Zotor (UHAS) [fbzotor@uhas.edu.gh](mailto:fbzotor@uhas.edu.gh)

### Academic Librarian

Penny Cole [P.G.Cole@leedsbeckett.ac.uk](mailto:P.G.Cole@leedsbeckett.ac.uk)

### Course Representative

Course Representatives are student volunteers who represent your views at course-level, in course forums and in meetings with academic and support staff. Details about being a Course Representative are available at [www.leedsbeckett.ac.uk/studenthub/course-representatives.htm](http://www.leedsbeckett.ac.uk/studenthub/course-representatives.htm). The Students' Union oversees Course Representatives and more information is available at <https://www.leedsbeckettsu.co.uk/studentvoice/coursereps>

### Cohort 3:

Priscilla Hammond and Enoch Koomson

## 1.5 Keeping in Touch

Academic and administrative staff at our University use your student email address to contact you. It is important that you check this account regularly. You can forward emails from your student email address to a preferred personal email address, however, quarantine and spam filters needed by our University mean that emails sent from external email addresses may be delayed, blocked or deleted. **It is therefore important that your student email address is the only email address that you use to contact University staff.** Information on how to access your student email address can be found on the Student IT Support Pages ([http://libguides.leedsbeckett.ac.uk/it\\_support/office365/outlook](http://libguides.leedsbeckett.ac.uk/it_support/office365/outlook)).

We will inform you of class activities and course notifications, including any cancellations via My Beckett, the student representatives (via WhatsApp) and the local co-ordinator.

For each module, the Module Handbook will include the preferred method of communicating general information about that module to you.

**Please make sure that you inform your Course Administration team whenever you change your address and contact details.** It is important that you also update your records yourself. You can do this via the My Account/Update my Data tab on MyBeckett. This will ensure we can always contact you in an emergency, and that you receive any important University communications that we may need to send you.

### Skype for Business

Your course team will advise how Skype for Business will be used on your course and make guidance available as required.

### MyBeckett

MyBeckett, the portal and virtual learning environment provides:

- access to your modules and timetables;
- your reading lists and email account;
- your personal storage area on our University IT servers;
- information on where to look for academic or personal support (Support tab);
- information on opportunities such as jobs, careers, part-time work, placements and volunteering (Opportunities tab)

Further information and support for using MyBeckett can be found on the MyBeckett Support Pages (<http://libguides.leedsbeckett.ac.uk/mybeckett/guides>).

## 1.6 Attendance statement

The University expects you to attend and fully contribute to all mandatory sessions on your timetable. Fully engaging with your lectures, seminars, tutorials and practical sessions is an important part of your learning, contributing both to the University community and the learning experience of your fellow students on the course. You are therefore expected to attend 100% of all face to face sessions and to engage with the on-line material for each module.

## 1.7 Working in Partnership

We are committed to working in partnership with you and the Students' Union to provide you with an inclusive, safe and engaging learning environment which is conducive to study for all our students and our staff. An important element of your time studying with us is your engagement in developing your learning. Your engagement and attendance on your course enables you to further your learning and supports your achievement, course completion and aspirations for the future. There is an expectation that students will attend, engage in their learning and submit for assessment. We provide support for you to maximise your time studying with us and to develop your learning, skills and abilities to support you in your chosen career path.

We seek active participation by all our students in the continuous enhancement of our courses and through our monitoring, annual review and enhancement processes. These are formal processes used by our University for assuring the academic standards and quality of your course and its continuous improvement. These processes utilise your feedback, External Examiners' reports, feedback from staff and others, data relating to student outcomes on the course and student surveys to reflect on areas of good practice and areas for further enhancement. We invite all students to participate in a range of opportunities to provide us with feedback on your course and modules. This may include discussions with staff, focus groups, and meetings (e.g. with Course Representatives or with staff) and formalised student surveys e.g. mid module reviews, end of module evaluations and specific course or other surveys such as the Student Barometer, National Student Survey and Destination of Leavers in Higher Education Survey. We utilise the outcomes of these surveys to benchmark our courses nationally and to inform annual course enhancements.

Informal feedback is also welcome at any time either via your Academic Advisor or module tutor or via your Course Representative. Our partnership with you enables us together to make the most of your learning experience with us and to enhance the quality and reputation of your course. You can find out what actions have been taken in response to your feedback through your Course Representative, the Students' Union, your tutors or through the Library.

## 1.8 Course Representatives

You have the opportunity of becoming an elected Course Representative working in a voluntary capacity with students, the Students' Union, the Course Director and members of the course team and our University. The Course Director, working in partnership with our Students' Union, enables the process for election and appointment of Course Representatives. The Students' Union provides training and development for Course Reps and supports their engagement in enhancement activities. Being a Course Representative provides an opportunity for you to enhance your own learning and the development of relevant professional and employability skills in parallel with your studies.

As a Course Representative you would play an important role in:

- acting as a point of contact and advocate for students on your course and in supporting their active engagement;
- gathering feedback from students on your course to inform further enhancements to the quality of your course and the student experience;
- enabling dialogue and good communication between students and staff on the course;
- working with the Course Director, members of the course team and the Students' Union to enhance your course;
- facilitating and engaging in meetings about your course; and
- being an ambassador for your course.

Further details about Course Representatives are available on the Students' Union web site, on the Students web site and in our University's Academic Regulations.

## 2 Studying on this Course

The purpose of the course is to provide high quality Master's level professional development in their home country for workers who contribute to the public health function of their respective countries.

Our philosophical approach is that a major aim, though not the only aim, of public health measures is to address inequalities in health. Inequalities in health are an injustice which arise from inequalities in other areas of people's lives. Thus health, illness and disability are as much a product of social and economic conditions as of individual behaviour. A commitment to equity embraces a commitment to the key principles of community involvement and empowerment, and to actions which improve people's lives. We acknowledge the role of the World Health Organisation in providing a framework within which public health can operate, and which provides a principled stance towards working with the most disadvantaged and therefore redressing inequality.

The course therefore provides an orientation to approaching and solving public health issues which embraces 'upstream' thinking, a concern with inequalities and with the social determinants of health. The focus continues to be on the development of critical, capable and reflective individuals to enable them to make an enhanced contribution to their organisations, professions and communities and therefore to improve health.

The overall aim of the course is therefore to provide the theoretical basis for public health promotion practice and thus to enable students to contribute to improving the public's health, and to enable the development of critical thinking and creativity within professional roles.

### 2.1 Course Specification

The Course Specification is a concise description of your course's aims and objectives and how you will be taught and assessed. The Course Specification is available at the end of this handbook.

## Course Structure

The course structure outlines the modules that will be delivered on this course. Full details of the structure for this course can be found in the Course Specification.

## Course Learning Outcomes

All courses are benchmarked against the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ-DAB). The FHEQ-DAB can be viewed on the Quality Assurance Agency website: [www.qaa.ac.uk](http://www.qaa.ac.uk)

On successful completion of the course students will be able to:

1. Think critically and apply this criticality to their practice
2. Contribute effectively to the improvement of health within their country by operating at strategic levels and be able to link strategy, policy and practice
3. Practice with due regard to the ethics of professional practice and personal conduct
4. Develop, implement and evaluate health promotion interventions and underpin these interventions with appropriate theory and evidence
5. Locate their practice within a globalised context and understand the global drivers for public health
6. Be accomplished researchers who can contribute to the research agenda of their countries

## Module Information

For detailed information about the modules on this course please refer to the Module Handbooks.

## 2.2 Course Resources

On a blended learning course, all required resources will be made digitally available to you, although you have access to the Off-site Library Service.

Your course will partly be delivered through our virtual learning environment, MyBeckett. Via this platform, you will be able to access learning materials, interact with your course colleagues and submit all your assessments.

An introduction to MyBeckett, which includes how to log in, browser requirements and finding your way around is available at:

[http://libguides.leedsbeckett.ac.uk/using\\_the\\_library/distance\\_learners\\_offsite/online\\_library\\_induction](http://libguides.leedsbeckett.ac.uk/using_the_library/distance_learners_offsite/online_library_induction). Your online course induction will tell you more about studying online and provide guidance on how to be a successful online learner.

### **2.3 Professional Accreditation or Recognition Associated with the Course**

There is no professional accreditation or recognition associated with this course.

### **2.4 Skills you will Gain during the Course**

#### **Skills Developed**

A questioning, evidence-based and values-driven, critical approach is fostered throughout the course, in relation to knowledge and the application of expertise. Experience of the research process including design, development, data collection, analysis and presentation is a key element of the course. The ability to work, study and communicate effectively with others is emphasised and cultivated. We aim to ensure that students have the necessary skills to work individually and as part of teams. Students are expected to access resources online and are expected to increase their IT skills.

Masters level skills will include the ability to:

1. Demonstrate a critical, ethical and reflective approach to their professional/subject/work domain.
2. Critically evaluate, synthesise and apply advanced and contemporary theories and techniques to a range of complex and open-ended issues, problems and situations.
3. Apply with a degree of creativity and sophistication, intellectual, transferable and subject/professional skills to a range of complex and open-ended health problems and situations.

4. Learn interdependently and independently and accept responsibility for subsequent career and continuing professional development.

Additionally, for those seeking a Masters target award, demonstrate originality in the application of theory and techniques, drawn from earlier modules, through the production of a significant piece of high level independent work.

### **Additional Activities/Recognition**

You will have opportunities to gain recognition during your time at Leeds Beckett University for the extra activities you do in addition to your studies, including volunteering, student societies, playing in our University sports teams and being a Course Representative.

### **2.5 Work-Related Activities and Employability**

The work-related activities include developing a range of skills around working in teams, presenting material in different forms and taking part in fieldwork activities including empirical dissertation work.

### **2.6 Opportunities for Graduates**

The course seeks to ensure that graduates are equipped with the skills to ensure that they are fit for purpose and can contribute to designing, implementing evaluating Public Health and Health Promotion interventions which improve the health of populations.

The course leads to employment opportunities involving strategic responsibility for health promotion programme planning and implementation in a number of sectors. It is also highly relevant to a range of roles in health promotion, public health and health improvement.

## 2.7 External Examiner

The External Examiner assures that you are assessed fairly in relation to other students on the same course and also that the standard of your own award is comparable to similar courses taken by students in other higher education institutions within the United Kingdom.

The details of the External Examiner for this course are as follows:

- Dr Nina Fryer

The External Examiner(s) provide an annual report for your course and your Course Administrator can provide details of the External Examiner's report on request. Further details on all External Examiners' reports can be located here:

[www.leedsbeckett.ac.uk/studenthub/external-examiners-reports](http://www.leedsbeckett.ac.uk/studenthub/external-examiners-reports)

## 3 Assessment and Feedback

### 3.1 Assessment

#### Assessment Strategy

Information on the various methods of assessment can be found in the Course Specification.

#### University Assessment Regulations

Our University's assessment regulations are contained within the University Academic Regulations. Regulations on progression and award eligibility are available at:

[www.leedsbeckett.ac.uk/public-information/academic-regulations/](http://www.leedsbeckett.ac.uk/public-information/academic-regulations/).

#### Course-Specific Assessment Regulations and Professional Body Requirements

Passing the Research Design module is a pre-requisite for continuing onto the Dissertation module.

There is a defined profile for awards with merit and distinction:

##### *Distinction*

- A mark of 70% or higher in modules equivalent to at least 100 credits, or
- The attainment of an average of over 70% in assessments contributing to the final award.

##### *Merit*

- A mark of 60% or higher in modules equivalent to at least 100 credits, or
- The attainment of an average of over 60% in assessments contributing to the final award.

#### Assessment Schedule

Please note the assessment periods in the academic calendar (see section 1) and make sure that you are available during those periods.

## Coursework

Assessment deadlines and opportunities for reassessment are printed in each individual module guide that you will receive at the beginning of each module. They are also found on the My Beckett module online and are available from the Module Leader and Course Administrator.

## Submitting Assignments

It is important for your progression and achievement that you submit all work for all assignments in a timely manner. The final deadline for all assignments will be midnight GMT on the date of submission published in the module handbook.

It is also important that you keep copies of all work submitted until after you have graduated. You should also keep any receipts confirming the submission of assignments. In the event of your submitted work being lost you may be required to produce a copy of the work and submission receipt. If you are unable to do so, your work will not be marked.

It is important to note that submitting all assignments is a requirement of your course. Should you experience extenuating circumstances which prevent you from submitting on time please make yourself aware of section 3.4 of this handbook. Without any form of extenuating circumstances, standard penalties apply for late submission of assessed work. Full details of the penalties for late submission of course work are available in section 3.12 of the Academic Regulations at [www.leedsbeckett.ac.uk/public-information/academic-regulations](http://www.leedsbeckett.ac.uk/public-information/academic-regulations).

If you have been recommended 'flexibility around deadlines' as a reasonable adjustment in your Reasonable Adjustment Plan, your Course Administrator will be able to advise you of the process.

Assignments are submitted through Turnitin which is available in modules on My Beckett. Only if technical issues occur at the time of submission should assignments be sent by attachment to an e-mail as a single document to the Student Administrator.

Further information on Turnitin is available here:

<http://libguides.leedsbeckett.ac.uk/mybeckett/turnitin>

Assignments should be word processed using an acceptable font such as Times New Roman or Arial font size 12 with minimum 1.5 line spacing. Please ensure your assignments are anonymous before submission. You may include your student ID number but DO NOT include your name anywhere on the assignment.

You are responsible for ensuring that your work has reached the right destination. Turnitin will display a message confirming your document has been successfully uploaded. You can also log in later to confirm your assignment is visible. If you are unable to submit by Turnitin and instead you submit to the Administrator, you will receive a confirmation of receipt e-mail. If you have any concerns that your assignment has not been received please contact the Module Leader and/or Student Administrator.

Always make a copy of any work before submitting it and keep it until you receive the work back.

In the rare event that you have to email a piece of work, always keep a copy of the e-mail proving you sent the work in case there is a problem and the e-mail isn't delivered. The e-mail address for sending work is [hssghanahealthpromo@leedsbeckett.ac.uk](mailto:hssghanahealthpromo@leedsbeckett.ac.uk)

All assignments must be submitted on or before the deadline date. If the work is not sent on or before the deadline date and you have not sought an extension to the deadline your mark will be subject to late penalties in line with university regulations.

There are resources available to support your learning through the Skills for Learning webpage: <http://skillsforlearning.leedsbeckett.ac.uk/>.

### **3.2 Getting Feedback on your Assessed Work**

All assessed work will be marked according to the specific criteria outlined in module handbooks. For masters' students a range of marks may be awarded as follows:

Excellent Performance	Distinction	70+
Good Performance	Merit	60-69
Average Performance	Pass	50-59
Satisfactory Performance	Pass	40-49
Unsatisfactory Performance	Fail	below 40

The pass mark for components of assessments within a module is 40%.

Assessed work will normally be returned with appropriate feedback within four weeks of your submission. Each Module Handbook will provide you with specific guidelines on how and when you will receive this.

Formative assessment and feedback are also used throughout the course to facilitate student learning. Within all modules, opportunity for students to discuss assessments is provided with support from staff where necessary. Formative and summative assessment methods include essays, group presentations, data analysis and a final dissertation. In line with the University's emphasis on forward feedback all modules have formative elements. A range of formative tasks are used to diagnose strengths and areas for development, and these help to orientate students towards the pre-requisition of the knowledge and skills required in preparation for summative assessments.

### 3.3 How do I Get my Results?

Provisional module marks and feedback will normally be available four weeks from your date of hand in via the assignment submission drop box in My Beckett.

Final results from module assessments and decisions on awards will be provided to you five working days after the date of the Progression and Award Board meeting (the meeting

where your award outcome will be decided) or the Module Board meeting (the meeting where modular outcomes are decided).

If you are unsure about when you might receive your results or have queries relating to your results, you should contact you should contact your Student Administrator or Course Leader.

Results from module assessments and decisions on awards are available on the *Results Online* system from:

[www.leedsbeckett.ac.uk/studenthub/results-online.htm](http://www.leedsbeckett.ac.uk/studenthub/results-online.htm).

Results will only appear within *Results Online* five working days after the date of the Progression and Award Board meeting (the meeting where your end of level outcome will be decided) or the Module Board meeting (the meeting where modular outcomes are decided).

If you are unsure about when you might receive your results or have queries relating to your results, you should contact your Course Administrator.

### **3.4 Extenuating Circumstances and Mitigation**

If you are experiencing problems which are adversely affecting your ability to study (called 'extenuating circumstances'), then you can apply for mitigation. The University operates a fit to sit/fit to submit approach to extenuating circumstances which means students who take their assessment are declaring themselves fit to do so.

Examples of extenuating circumstances include personal or family illness, bereavement, family problems or being a victim of crime. You will need to provide evidence to prove your situation; the Students' Union Advice Service can offer guidance on what evidence you will need to present.

Further information can be found at [www.leedsbeckett.ac.uk/studenthub/mitigation](http://www.leedsbeckett.ac.uk/studenthub/mitigation).

In the event that you need to submit extenuating circumstances or request an extension please contact the Course Administrator or Course Leader **in advance of the assessment deadline** wherever possible.

If you have been recommended 'flexibility around deadlines' as a reasonable adjustment in your Reasonable Adjustment Plan, your Course Administrator will be able to advise you of the process.

### 3.5 Re-assessment

If you have not passed a module at the first attempt you will be eligible for re-assessment. See your Module Handbook for details of the relevant re-assessment process (e.g. whether it is coursework, an examination, a presentation or other form of assessment/when it will take place/what the deadline is).

You will be advised via the module leader about your options for re-assessment. You are advised to contact your Course Leader, Student Administrator or personal tutor for any necessary clarification.

### 3.6 Student Appeals

If you feel that you have in some way been disadvantaged during your studies and this is reflected in your results, then you may have grounds for an academic appeal.

After your results are available on Results Online you have 15 working days to submit a request for an appeal hearing. You will find the information you need, including grounds for appeal, when and how to appeal and frequently asked questions at:

[www.leedsbeckett.ac.uk/studenthub/appeals.htm](http://www.leedsbeckett.ac.uk/studenthub/appeals.htm).

You are strongly advised to seek guidance from the Students' Union Advice Service on whether you have grounds for an appeal and the completion of the paperwork – see section 4 for Students' Union Advice Service contact details.

### 3.7 Academic Misconduct

Academic integrity is a fundamental principle within the University and is strongly linked to good academic practice. The University has processes to investigate alleged breaches of academic integrity and, where a breach of academic integrity is admitted or found, applies appropriate penalties. <https://www.leedsbeckett.ac.uk/studenthub/academic-integrity/>

Any attempt to gain an unfair advantage, whether intentional or unintentional, is a matter of academic judgement and may be considered to be a breach of academic integrity. Examples of unfair practice include, but are not limited to cheating, plagiarism, self-plagiarism, collusion, ghostwriting and falsification of data. Definitions of these offences and the serious consequences of breaching academic integrity can be found in our Academic Regulations: Section 10 Academic Integrity: [www.leedsbeckett.ac.uk/public-information/academic-regulations](http://www.leedsbeckett.ac.uk/public-information/academic-regulations).

There are a range of resources available to help you understand what is and what is not permitted and how to use other people's ideas in your assessed work. These include the Skills for Learning website which can be found at <http://skillsforlearning.leedsbeckett.ac.uk>

If you are unsure on how to reference your work correctly, please seek advice from your tutors or access the Skills for Learning resources online.

## **4 Where to Get Help**

### **4.1 Academic Advisor**

Your Academic Advisor (see Key Contacts in section 1) will be an academic member of staff who teaches you on your course. Your Course Director will make sure that you are given the contact details of your Academic Advisor at the beginning of each year, usually in your course induction. Normally, your named advisor will aim to follow you right through the duration of your course.

Your Academic Advisor has an important role to play in supporting you in academic matters while you are studying on this course. If you are struggling with your work, want to discuss your assessments and ways to improve your marks, your named Academic Advisor is there to support you. Your meetings with the Academic Advisor should be led by you. You might want to talk about career aspirations, your course, your progress and /or your academic results. You may want to set objectives for academic goals. They will also be able to signpost you to Student Services who can advise on a range of matters such as financial worries, accommodation worries or if you are anxious or need counselling. You can access Academic and Personal Support on the 'Support' tab in MyBeckett, which may direct you to support services such as Student Experience Team, Wellbeing and the Students' Union Advice Service, or you can ask your Academic Advisor to help you access further support.

Getting to know your Academic Advisor in the first year of your course is really useful especially when University life and degree level study might be different from what you are used to.

### **4.2 Course Administrator**

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

### 4.3 Online Student Support

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The 'Support' tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The 'Opportunities' tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

### 4.4 Student Experience Team

If you have any questions about or problems with life at our University, the first place to call, email or contact is the Student Experience Team. The team can help with a broad range of enquiries including: funding and money advice, being an international student, disability, counselling and wellbeing support, student cards, accommodation, fee payments, support from the Students' Union, how to access on-line services, getting help with your CV, preparing for an interview, careers guidance and getting a part-time job. Details of these and other services are available under the Support and Opportunities tabs in MyBeckett, or on the 'Students' homepage: [www.leedsbeckett.ac.uk/studenthub](http://www.leedsbeckett.ac.uk/studenthub).

The Student Experience Team's telephone number is 0113 812 3000 and their e-mail address is [studentexperience@leedsbeckett.ac.uk](mailto:studentexperience@leedsbeckett.ac.uk).

### 4.5 Disabled Students

Support for disabled students is available from our Disability Advice team. Support is available for students with a range of disabilities including:

- epilepsy, diabetes and IBS
- depression, anxiety and eating disorders

- dyslexia, dyspraxia, and AD(H)D
- Autism Spectrum Conditions
- Mobility difficulties
- Sensory impairments

Support is individually tailored depending on the nature of your disability and the demands of your course. We would encourage you to contact us as early as possible to enable us to implement any adjustments you may need. If you have a disability and have not previously declared it, please fill in our registration form [here](#) or contact the Disability Advice team on 0113 8125831 or email [disabilityadvice@leedsbeckett.ac.uk](mailto:disabilityadvice@leedsbeckett.ac.uk)

More information on disability advice is available under the Academic and Personal Support sections of the 'Support' tab in MyBeckett, and on the 'Students' home page <https://www.leedsbeckett.ac.uk/studenthub/disability-advice/>

Disabled students can also access the Disability Resource Areas in each library and the support provided by the Library Learning Support Officer. More information is available at [http://libguides.leedsbeckett.ac.uk/using\\_the\\_library/disabled\\_and\\_dyslexic\\_users](http://libguides.leedsbeckett.ac.uk/using_the_library/disabled_and_dyslexic_users).

## 4.6 Library Help

### The Library

Our Library has invested in a wealth of electronic resources, and maintains these so that you can access a wide range of digital resources. The website (<http://libguides.leedsbeckett.ac.uk/home>) gives you access to thousands of resources and information about Library services available to support you.

If you are able to visit Leeds Beckett, there are two Libraries: Sheila Silver Library at City Campus and Headingley Library—both open 24/7, 365 days a year. Additionally, if you are in the UK, you may be able to access your local education institution's library using SCONUL access.

## Library Academic Support

The Library Academic Support Team can help you develop your academic skills such as critical thinking, academic writing and analysing data, and research skills such as how to find, use and evaluate information for your studies. Your Academic Librarian (see Key Contacts in section 1) also liaises with your lecturers to provide the information resources you need for your subject and to arrange academic skills sessions to support you in your studies.

The team maintains a number of websites to support your learning:

- In your Subject guide, you'll find a variety of information resources which have been selected as a good starting point for research in that area. These are available from the homepage of the Library website: <http://library.leedsbeckett.ac.uk> or via the Course or Support tabs in My Beckett.
- On the Skills for Learning website, you'll find online resources covering topics such as essay writing, research and time management, plus information to help you reference and avoid plagiarism. You'll also find information about workshops (both online and in person) that are designed to help you succeed in your assessments. The Skills for Learning website can be found at: <http://skillsforlearning.leedsbeckett.ac.uk/> or via the Library or Support tabs in My Beckett.

## Help and Information Points

If you have any questions about using the library or need IT support you can get help:

- from the Help and Information Point on the ground floor of each library
- online (including 24/7 chat): [http://libguides.leedsbeckett.ac.uk/contact\\_us](http://libguides.leedsbeckett.ac.uk/contact_us)
- by phone - 0113 812 1000 (including 24/7 IT support).

## Skills for Learning

Skills for Learning provides a wide range of web resources and publications to help your academic skills including teamwork, research, essay writing and time management plus

information to help you reference and avoid plagiarism. Information about workshops and one-to-one tutorials can be found at: <http://skillsforlearning.leedsbeckett.ac.uk/>.

## 4.7 IT Resources

### Microsoft Office 365

Our University provides students with a free subscription to Office 365 which can be downloaded from the IT tab in MyBeckett. All students who are registered for a qualification at Leeds Beckett University are eligible and you will be able to use the subscription for the duration of your course. For instructions and more information, please visit our Student IT Help pages at

[http://libguides.leedsbeckett.ac.uk/it\\_support/software/microsoft\\_office\\_online](http://libguides.leedsbeckett.ac.uk/it_support/software/microsoft_office_online) .

### OneDrive

OneDrive Leeds Beckett is your individual file storage with 1TB of storage space. With OneDrive you can access and share your files across your devices. This is accessible on University PCs and off-campus through Office365 portal. See the Saving your Work pages on the Library website for more information.

[http://libguides.leedsbeckett.ac.uk/it\\_support/office365/onedrive](http://libguides.leedsbeckett.ac.uk/it_support/office365/onedrive)

## 4.8 Students' Union Advice Service

The Students' Union Advice Service offers free, independent, non-judgemental advice and guidance to all Leeds Beckett Students. This can include advice on any problems you might have whilst on your course including all the Academic Regulations (Mitigation, Extensions, Complaints, Appeals, Disciplinary procedures and Academic Integrity). We can also give advice on any issues you may have with your housing including disrepair, contract checking and issues with deposits. We can also advise on student funding and debt.

We will listen to your problem and outline what options are available to you, so you can make an informed decision on what to do. Hopefully you will never need us but just remember we are here for you if you do.

Email: [suadvice@leedsbeckett.ac.uk](mailto:suadvice@leedsbeckett.ac.uk)

Tel: 0113 812 8400

<http://www.leedsbeckettsu.co.uk/advice>

#### **4.9 Leeds Beckett Distance Learning Community**

Connect with other Distance Learners here at Leeds Beckett to discuss your experiences and communicate with peers from fellow courses. You can find our Leeds Beckett Distance Learning Community on Google Communities by searching for “Leeds Beckett Distance Learning Community”. Once you have found it, simply click to join, and start getting to know fellow students – from both your course and other distance learning courses at Leeds Beckett.

## 5 What to do if you..

### 5.1 ...are unable to participate in your studies for a significant period of time

You will need to contact your module leader directly or via one of your course representatives or the local co-ordinator. If you are going to apply for mitigation you will need to provide written evidence of the reason for your absence (see section 3).

### 5.2 ...are ill during an assessment period

If you are absent through illness on the day of an assessed presentation or are unable to complete an assessment and you intend to apply for mitigation, you must also provide us with details and any available evidence **as soon as possible**. Contact the course administrator to get a copy of the appropriate extenuating circumstances form.

For more information on 'fit to sit' and mitigation please visit

[www.leedsbeckett.ac.uk/studenthub/mitigation.htm](http://www.leedsbeckett.ac.uk/studenthub/mitigation.htm).

### 5.3 ...have a comment, compliment or complaint

We are committed to providing a high quality experience for all our students. We welcome comments and compliments from students, and find them valuable for on-going improvements to our provision. Comments and compliments about your course can be raised with your Course Representative or directly with your personal tutor/academic advisor.

If you have a specific complaint about an act or omission of our University, you may be able to make a complaint under the Student Complaints Procedure. In the first instance, you should raise the matter as soon as possible with the member of staff most directly concerned, or with the person who can best resolve it. If this does not resolve the matter, or if the complaint is too serious to be addressed in this way, then you should make a formal complaint in writing. Information about how to make a complaint, including the student complaints procedure and a complaints form, is available online at:

[www.leedsbeckett.ac.uk/studenthub/complaints.htm](http://www.leedsbeckett.ac.uk/studenthub/complaints.htm).

#### 5.4 ...are considering suspending studies or withdrawing from the course

If you are considering withdrawal from your course you should speak to your personal tutor/academic advisor, a member of staff at our Student Hub or the Students' Union to discuss your reasons. If there is a problem, University or Students' Union staff may be able to help. It may be possible to arrange suspension of studies from your course.

<http://www.leedsbeckett.ac.uk/studenthub/changing-course/>

Withdrawing from your course permanently or temporarily could impact the availability of future student funding should you decide to return to the course or commence a new course at Leeds Beckett or elsewhere. Please seek advice from the Student Money Team or Students' Union Advice Team.

If you are considering withdrawing, permanently or temporarily, you must complete a withdrawal form, which you can obtain from your Course Administrator. This form must be submitted as soon as possible to your school office as withdrawals cannot normally be backdated. For further details see the Student Regulations at:

[www.leedsbeckett.ac.uk/public-information/student-regulations](http://www.leedsbeckett.ac.uk/public-information/student-regulations).

## 6 Relevant Policies

All student regulations and policies are available at: <http://www.leedsbeckett.ac.uk/public-information/student-regulations/>

### 6.1 Safety, Health and Wellbeing

If you are planning to visit the University in person you will need to make yourself aware of the following policies.

#### Policy Statement

Relevant health and safety policies are held with the University of Health and Allied Sciences and are available via the local co-ordinator.

Further details of Leeds Beckett's Health and Safety policies are available at: <http://www.leedsbeckett.ac.uk/public-information/student-regulations/>

#### Zero Tolerance

You should also familiarise yourself with our Zero Tolerance Report and Support web page: <https://www.leedsbeckett.ac.uk/studenthub/zero-tolerance/>

### 6.2 Regulations

There are two sets of documentation you need to be aware of, the University Regulations and the Student Contract.

The University Regulations relate specifically to your studies and your course. They cover issues such as assessment, progression and award requirements amongst a range of other issues.

The Student Contract deals with a range of issues which apply to all students of our University.

### 6.3 University Academic Regulations

Our Academic Regulations can be found at: [www.leedsbeckett.ac.uk/public-information/academic-regulations](http://www.leedsbeckett.ac.uk/public-information/academic-regulations). You should familiarise yourself with these Regulations.

The following sections are of particular relevance to your course:

- Education and Assessment
- Progression and Award
- Examinations
- Progression and Award Boards and Module Boards
- Disabled Students
- Extenuating Circumstances and Mitigation
- Appeals
- Academic Integrity

The Students' Union Advice service ([www.leedsbeckettsu.co.uk](http://www.leedsbeckettsu.co.uk)) is able to offer advice and guidance on how to understand and use the Regulations.

Where students are undertaking any form of research project, reference should be made to the Research Ethics Policy and Research Ethics Procedures which can be found at:

[www.leedsbeckett.ac.uk/studenthub/research-ethics.htm](http://www.leedsbeckett.ac.uk/studenthub/research-ethics.htm).

### 6.4 Student Contract

The Student Contract is available at the following web link: <http://www.leedsbeckett.ac.uk/-/media/files/public-information/student-regulations/student-contract.pdf?la=en>. You should familiarise yourself with the Student Regulations relevant to you and ensure you adhere to the Student Contract.

Our Student Charter is available at:

<http://www.leedsbeckett.ac.uk/assets/studentcharter/index.html>

## 7 Course Specification

### General Information

<b>Award</b>	<b>MSc Public Health Promotion MSPHM</b> <i>This course is delivered in Ghana</i>
<b>Contained Awards</b>	PG Diploma Public Health Promotion PG Certificate Public Health Promotion
<b>Awarding Body</b>	Leeds Beckett University
<b>Level of Qualification and Credits</b>	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at level 7 of the Higher Education Credit Framework for England
<b>Course Lengths and Standard Timescales</b>	30 months or 36 months
<b>Location of Delivery</b>	University of Health and Allied Sciences, Ho, Ghana (UHAS)

### Policies, Standards and Regulations

[www.leedsbeckett.ac.uk/public-information](http://www.leedsbeckett.ac.uk/public-information)

The course follows the Academic Regulations, with a defined profile for awards with merit and distinction (Regulations 4.3.2).

#### *Distinction*

- A mark of 70% or higher in modules equivalent to at least 100 credits, or
- The attainment of an average of over 70% in assessments contributing to the final award.

#### *Merit*

- A mark of 60% or higher in modules equivalent to at least 100 credits, or
- The attainment of an average of over 60% in assessments contributing to the final award.

### Professional Accreditation or Recognition Associated with the Course

There is no professional accreditation or recognition associated with the course.

## Course Overview

### Aims

The overall aim of the course is to provide the theoretical basis for public health promotion practice and thus to enable students to contribute to improving the public's health, and to enable the development of critical thinking and creativity within professional roles. This part-time course is suitable for practitioners in employment. The course has a combination of online and in-country delivery by Leeds Beckett staff, and is hosted by UHAS.

The purpose of the course is to provide high quality Master's level professional development in their home country for workers who contribute to the public health function of their respective countries. This comprises primarily health care workers, (nurses, clinical officers, dieticians and others), environmental health officers, social workers, educators (teachers and school management), community workers and others.

Our philosophical approach is that a major aim, though not the only aim, of public health measures is to address inequalities in health. Inequalities in health are an injustice which arise from inequalities in other areas of people's lives. Thus health, illness and disability are as much a product of social and economic conditions as of individual behaviour. A commitment to equity embraces a commitment to the key principles of community involvement and empowerment, and to actions which improve people's lives. We acknowledge the role of the World Health Organisation in providing a framework within which public health can operate, and which provides a principled stance towards working with the most disadvantaged and therefore redressing inequality.

The course therefore provides an orientation to approaching and solving public health issues which embraces 'upstream' thinking, a concern with inequalities and with the social determinants of health. The focus continues to be on the development of critical, capable and reflective individuals to enable them to make an enhanced contribution to their organisations, professions and communities and therefore to improve health. The course team operates according to the following set of values in their practices which have informed the curriculum design and the pedagogical approach:

- Working with an understanding of health as social and using the social model of health.
- Working as part of a social movement to tackle the social determinants of health in order to bring about greater social and health justice.
- Working within a framework that views health as political.
- Working in ways to promote both equality and equity.
- Working using participatory approaches to facilitate inclusion, empowerment and capacity building.
- Working using partnership approaches in order to facilitate collaboration.

- Working using anti-oppressive approaches and practices to foster equality.
- Working in an ethical manner to support positive change.

The course is delivered by staff with a wide range of practical, research and teaching experience who combine to provide an holistic insight into health promotion and public health. The commitment to the course team to this approach is demonstrated by the number of publications and other outputs that have been produced.<sup>1</sup>

The course team are sufficiently experienced in creating a learning environment that incorporates policy and practice issues. This includes drawing on the students' own experiences to enrich the teaching. Evaluation from students has proved that students enjoy learning with and from each other which widens their horizons in the health promotion field.

### **Course Learning Outcomes**

At the end of the course, students will be able to:

- 1 Think critically and apply this criticality to their practice.
- 2 Contribute effectively to the improvement of health within their country by operating at strategic levels and be able to link strategy, policy and practice.
- 3 Practise with due regard to the ethics of professional practice and personal conduct.
- 4 Develop, implement and evaluate health promotion interventions and underpin these interventions with appropriate theory and evidence.
- 5 Locate their practice within a globalised context and understand the global drivers for public health.
- 6 Be accomplished researchers who can contribute to the research agendas of their countries.

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<sup>1</sup> For example - Warwick-Booth, L. & Cross, R. (2018) *Global Health Studies*. Polity, Cambridge.  
Green, J., Tones, K., Cross, R. & Woodall, J. (2019) *Health Promotion: Planning and Strategies*. 4<sup>th</sup> Ed. London, Sage.

## Teaching and Learning Activities

### Summary

Our pedagogical approach ensures an inclusive environment that is non-discriminatory, appropriate and respects and values the perspectives of others. We define an 'inclusive learning environment' with reference to the Advance HE's<sup>2</sup> view where due attention is paid to the pace, length, structure, method of delivery, and materials used. Within classroom-based activities, different learning preferences and learning styles, that reflect individual and cultural preferences, are accommodated through: traditional lectures, group-work, seminars, problem-based and experiential learning, and fieldwork. Similarly, our range of assessment modes takes account of these differences in student learning styles. For example, throughout the course students are assessed through their written work, verbal presentation skills and technical competencies in research and analysis.

### *Participatory and experiential approaches*

Students may already be relatively senior within their profession and the aim is to consolidate and increase their potential contribution. This is a novel approach in most African contexts, where students are used to an approach where they learn facts, and do not expect to challenge anything which has been produced by 'experts'. The nature of health promotion academia and practice lends itself to participatory approaches to teaching learning, teaching and assessment. Teaching strategies are in the format of workshops where tutors facilitate sharing experience and practice from the diverse backgrounds of the students. The power relationship between students and tutors is more egalitarian than many courses respecting the maturity and culturally-specific experience of the student body. This method of teaching, while previously alien to many students, is highly valued and perceived to enhance achievement. Emphasis is placed on active learning methods, student-led discussion, problem-solving approaches and the development of independent enquiry.

### *Reflective practitioners*

Students are provided with opportunities to apply their subject knowledge and understanding through the use of examples of the implementation of policies and programmes in practice; the analysis of complex situations; the use of case studies and interaction with other students on the course. As reflective practitioners, students should be able to articulate their own value systems, development and practices; question concepts and theories encountered in their studies; interrogate the assumptions underpinning theory, research and practice; use theory appropriately and advantageously; and be proactive and creative in their own development and practices. Evidence-based practice and the skills to evaluate their public health practice will be inculcated. The course seeks to provide opportunities for students to investigate what reflective practice really means.

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<sup>2</sup> <https://www.advance-he.ac.uk/about-us>

### *Induction*

Induction processes for the programme are vital to our teaching and learning strategy given the emphasis placed on participatory and experiential approaches to teaching and learning and the transition into level 7. The induction processes evaluate extremely well. The induction is allied to Public Health Promotion: Foundations module and academic study skills appropriate for Master's level are developed such as critical reading and making logical arguments, literature searching and Harvard referencing as well as activities designed to 'bond' the group, develop a culture of shared learning and support and explore expectations about the programme. Students learn from the outset that they will be challenged and are expected to develop independent, critical thought. Students' learning curves in this time period are very steep but they leave the first module fully enthused and ready to start their academic and personal journey as Leeds Beckett students.

### **Your Modules**

This information is correct for students progressing through the programme within standard timescales. Details of module delivery will be provided in your timetable.

### **Level 7 Core Modules**

- 1 Public Health Promotion: Foundations
- 2 Communities and Community Health
- 3 Health Communication
- 4 Health and Environment
- 5 Research Design
- 6 Managing and Planning for Public Health Promotion
- 7 Dissertation

### **Assessment Balance and Scheduled Learning and Teaching Activities**

The modules are assessed through coursework and a dissertation. Modules may have more than one component of assessment.

A standard module equates to 200 notional learning hours, comprising teaching, learning and assessment, and independent study.

<b>Overall Workload</b>	
Teaching and Learning	178.5 hours
Independent Study and Assessment	1,621.5 hours