



LEEDS
BECKETT
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Course Specifications

MSc Public Health – Health Promotion

Section 1: On Campus

Section 2: Distance Learning

Course Code: PHHPM

2024/25

leedsbeckett.ac.uk

Course Specification

MSc Public Health - Health Promotion (on campus)

Course Code: PHHPM

2024/25

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MSc Public Health - Health Promotion (PHHPM)

Applicant Course Specification for 2024/25 Postgraduate Entrants

Confirmed at November 2023

General Information

Award	Master of Science Public Health - Health Promotion
Contained Awards	Postgraduate Diploma Public Health - Health Promotion Postgraduate Certificate Public Health - Health Promotion
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England
Course Lengths and Standard Timescales	Start dates are notified to students via their offer letter. The length and mode of delivery of the course are: <ul style="list-style-type: none">• 1 year, full-time, campus based• 2 years or 30 months part-time, campus based
Part Time Study	Part-time delivery is usually at half the intensity of the full-time equivalent course, although there may be flexibility to increase the pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that noted within this specification.
Location of Delivery	The majority of teaching will be at City campus but on occasion may be at Headingley campus.
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .
Course Fees	Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk .

Timetable Information

Timetables for semester one are made available to students during induction week via:

- The Student Portal (MyBeckett)
- The Leeds Beckett app

Any difficulties relating to timetabled sessions should be discussed with your Course Administrator.

Policies, Standards and Regulations

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

There are no additional or non-standard regulations which relate to your course, except for the 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.

Your Key Contacts

Course Director	Dr Ruth Cross
Course Leader	Dr Simon Rowlands
Academic Adviser	Confirmed at induction
Course Administrator	Jenny Peter, j.k.peter@leedsbeckett.ac.uk

Professional Accreditation or Recognition Associated with the Course

The course is recognised by the professional association, the Institute of Health Promotion and Education (IHPE). Students enrolled on a course recognised by the IHPE are automatically eligible for IHPE membership. See the IHPE website for details: <https://ihpe.org.uk/>.

Course Overview

Aims

The overall aim of the course is to equip students with the critical knowledge, theory and skills necessary to make a high quality professional contribution to health promotion within wider public health practice in a range of global contexts and to develop skills in lifelong learning including the ability to adapt and respond to changing public health environments. The student profile allows for a rich exchange of experiences arising from students having lived in different countries and worked in different settings. This provides a more internationalised experience of public health and increases the employability of students in their future career (by way of example, many of our international students graduate and gain employment in the Health Ministry in their country or work for NGOs; UK students often become employed within public health departments in local authorities).

We acknowledge the challenge of teaching the course to a mixed profile of UK and international students on the PG Certificate, PG Diploma and the MSc Public Health-Health Promotion courses, however, the course team are sufficiently experienced in creating a learning environment that incorporates both international and UK 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 horizon in public the health and health promotion field.

Options for delivery are considered and reviewed on an ongoing basis. The intention is to continue to provide a flexible course which meets the needs of potential applicants and students. A number of different factors have been, and will be, taken into consideration. These include flexible modes of study and alternative modes of attendance; increasing use of technology (including mobile technologies) within the course; innovative ways of marketing the course and ongoing responsiveness to public health and health promotion work-force planning in consultation with our external stakeholders.

Course Learning Outcomes

At the end of the course, students:

- 1 Have an advanced, systematic and critical understanding of the foundations of health promotion and public health practice in terms of disciplinary, philosophical, ethical and value bases.
- 2 Have an in-depth knowledge and critical awareness and understanding of key issues in health promotion and public health, including health inequalities, social inequities, social injustice, sustainable development, health in all policies and empowerment of communities.
- 3 Have advanced conceptual understanding and in-depth critical appreciation of relevant theory, methods and approaches and an ability to apply this to health promotion and public health practice.
- 4 Have a comprehensive understanding of the ontological and epistemological considerations of health promotion and public health research.
- 5 Demonstrate critical understanding and competence in the research process including evaluation and evidence-based practice as well as the ability to gather, manage, analyse and interpret information and data from a wide range of sources and critically analyse the same.

- 6 Have developed a critical, creative toolkit of skills in health promotion and public health to inform planning, implementing and evaluating interventions to improve health within a range of global, social and policy context.
- 7 Have developed strategic thinking applicable to a range of working environments including leadership, management of change at different levels and specific aspects of practice such as policy development and commissioning.
- 8 Are self-directed, self-aware, life-long learners with skills in independent enquiry, reflection, synthesis and application able to practise with due regard to the ethical principles of professional practice.

Teaching and Learning Activities

Summary

Learning will predominantly take place in person in live lectures and seminars. At times a mix of blended learning may be used.

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 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. Similarly, our range of formative and summative assessment modes takes account of these differences in student learning styles, for example, students are assessed through their written work, presentation skills and technical competencies in research and analysis.

Your Modules

This information is correct for students progressing through the course in standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery is provided in your timetable. All modules are core.

Full-time Semester 1	Semester 2
Foundations of Public Health and Health Promotion 20 credits	Health Communication 20 credits
People, Power and Communities 20 credits	Professional Practice 20 credits
Research Methods for Public Health - Health Promotion 20 credits	Dissertation 60 credits
Policies for Health in the 21st Century 20 credits	

Semester 1	Semester 2
Part-time - 2 years indicative	
Year 1	
Foundations of Public Health and Health Promotion 20 credits	Health Communication 20 credits
People, Power and Communities 20 credits	Policies for Health in the 21st Century 20 credits
Year 2	
Research Methods for Public Health - Health Promotion 20 credits	Dissertation 60 credits
Professional Practice 20 credits	

Semester 1	Semester 2
Part-time - 30 months indicative	
Foundations of Public Health and Health Promotion 20 credits	Health Communication 20 credits
People, Power and Communities 20 credits	Policies for Health in the 21st Century 20 credits
Year 2	
Research Methods for Public Health - Health Promotion 20 credits	Dissertation 60 credits
Professional Practice 20 credits	
Year 3	
Dissertation continues	

Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules. A standard 20 credit module equates to 200 notional learning hours, comprising teaching, learning and assessment, and guided independent study. Modules may have more than one component of assessment.

Assessment

The modules are assessed by coursework and a practical skills assessment.

Workload

Overall workload	Hours
Teaching and Learning	162
Independent Study and Assessment	1638
Total	1800

Learning Support

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 Representative or the Students' Union Advice team for additional support with course-related questions.

Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at studentadvice@leedsbeckett.ac.uk, telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

Support and Opportunities

Within MyBeckett you will see two tabs, Support and Opportunities, where you can find online information and resources.

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.

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(distance learning)**

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Location of Delivery	Distance learning
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- 8 Are self-directed, self-aware, life-long learners with skills in independent enquiry, reflection, synthesis and application able to practise with due regard to the ethical principles of professional practice.

Teaching and Learning Activities

Summary

Learning will take place via the virtual learning environment. The majority of the learning is through asynchronous, student-led activities which is supported by a weekly live online seminar facilitated by a member of the course team.

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 view where due attention is paid to the pace, length, structure, method of delivery, and materials used. Different learning preferences and learning styles, that reflect individual and cultural preferences, are accommodated through online lectures, group-work, problem-based and experiential learning. Similarly, our range of formative and summative assessment modes takes account of these differences in student learning styles, for example, students are assessed through their written work, presentation skills and technical competencies in research and analysis.

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