UNIVERSITY OF WOLVERHAMPTON

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Health and Society		
Course Code(s):	HW061P01UM	Full-time	12 Months
Course Title:	Master of Research Public Health		
Hierarchy of Awards:	Master of Research Public Health Postgraduate Diploma Public Health Postgraduate Certificate Public Health University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	17/Jun/2024		
Last Review:			
Course Specification valid from:	2023/4		
Course Specification valid to:	2029/0		

Academic Staff

Course Leader:	Christopher Kite
Head of Department:	Peter Collins

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership - Standard Provision
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Applicants should have or be about to complete: A recognised undergraduate or postgraduate degree (or equivalent qualification) in a relevant subject (e.g., Public Health, Health and Social Care, or other related subject), from an accredited college, institution, or university, equivalent to or higher than a UK Bachelor honours degree qualification. Classification of this award should be at 2:2 (or above). OR Work Experience Pathways: Any degree subject area with a classification 2:1 and 12 – 24 months of supervisory work experience in a related public health setting, demonstrating knowledge of the subject matter you are interested in pursuing. 3 – 5 five years of relevant public health work experience, demonstrating in-depth knowledge of the sector for the subject matter you are interested in pursuing. All work experience-based applicants will be required to provide a reference detailing your role(s) and responsibilities from your line manager this would be requested after you have successfully applied. English language If English isn’t the applicant’s first language, they will need to provide evidence of English language ability. English Language requirements are normally IELTS 6.5 with a minimum of 6.0 in each area (unless otherwise stated) or equivalent accepted qualification https://www.wlv.ac.uk/international/international-academy/english-at-the-international-academy/language-entry-requirements/

Distinctive Features of the Course:

Our MRes Public Health is an innovative research degree which has been designed to meet the needs of researchers in all public health settings, including healthcare settings, local authorities, and non-governmental organisations both in the UK and abroad. The course, which is primarily aimed at those already working in the public health sector and wanting to pursue their research interests, will develop your understanding of research processes, guiding you through the intricacies of formulating research questions, designing rigorous studies, collecting, and analysing data, and ultimately contributing original and impactful research to the evolving landscape of public health. The course curriculum consists of three core modules which offer a specialised curriculum, cutting-edge interdisciplinary approaches, access to university facilities, global perspectives, and industry connections. The Advanced Research Skills for Public Health module will introduce you to a diverse range of quantitative and qualitative approaches, allowing you to select and apply the most appropriate methods for your research project. The module fosters critical thinking by challenging students to evaluate research methodologies critically and to gain advanced skills in designing, conducting, and analysing research. In addition, you will study Health Protection and Improvement which provides a comprehensive perspective on public health by addressing both protective measures against health threats and strategies for enhancing overall well-being. This holistic approach will equip you with a broad understanding of health issues, and the skills to design and implement health promotion initiatives. Finally, the Dissertation research module, comprising 120 credits, is designed to provide you with the opportunity to independently plan, conduct, and report on a substantial research project within your chosen field of study. This module is the culmination of the academic programme, allowing students to showcase their research skills, critical thinking abilities, and in-depth knowledge acquired throughout their studies. The taught elements of the Dissertation module adopt a modular approach, enabling you to tailor the taught component around your individual interests and the needs of your research project. Whilst your dissertation is central to this module, the award also includes a student-based conference at the end of each academic year that will showcase your achievements and encourage community and work-based links through the invitation of public health stakeholders and voluntary sector organisations to this event. Across the course, our assessment strategy aims to mirror disciplinary practices and real-world contexts, preparing you for the challenges of independent and teamwork, and developing skills that will help you to succeed

in the workplace. Following discussions with employers and our alumni, we are aware that the ability to write reports where issues are researched and succinctly recorded with workable actions, working with a team on a group task, and presentation skills, are highly valued by employers and as such our assessment strategy has taken this into account. Whilst we still include some essays and exams to ensure you can demonstrate your knowledge in key public health areas, we have included presentations, group work and report writing as methods of assessment to prepare you for the workplace. You will therefore experience creative, engaging, and meaningful assessment tasks which contribute to your ongoing development as a critical thinker and as a life-long learner. Assessments will build on each other and grow in complexity, enabling you to see the connections across modules and to your own public health interests. Students from diverse backgrounds are supported through an inclusive curriculum where every module, session, teaching material or activity is assessed for its suitability. Your prior experience and background will also be respected, and you will be encouraged to contribute your unique perspectives, primarily through open discussion in seminars as well as interactive exercises that encourage you to share your diverse experiences. The academic teaching team also provide a range of extra-curricular activities to support you in your studies and wider interest in public health issues. These include a regular public health open-seminar series where professionals in health and research share details of their work and engage in lively debate. The MRes in Public Health is one of many courses run by the Faculty of Education, Health and Wellbeing, which has an established reputation for excellence in terms of the quality of its courses, particularly through the provision of innovative approaches to teaching and learning, and for the student-centred friendliness of its academic and administrative staff. You will have the benefit of being taught by very experienced staff with first-hand knowledge of working either within the public health sector and/or in a variety of research-related roles, and so can help you integrate and apply the knowledge you will gain.

Educational Aims of the Course:

The educational aims of our MRes Public Health encompass a range of objectives designed to provide you with a comprehensive and advanced understanding of public health research. These aims are to: • Equip students with an advanced understanding of quantitative and qualitative research methodologies, enabling them to design, conduct, and analyse complex research in the field of public health. • Foster critical thinking skills for the evaluation of existing literature, research methodologies, and evidence in public health. • Provide an in-depth understanding of key areas within public health, such as epidemiology, health policy, global health, health promotion, and disease prevention, depending on students' individual interests and the needs of their project. • Promote interdisciplinary perspectives by integrating knowledge from various relevant disciplines. • Instil awareness of ethical considerations in public health research, ensuring that students can conduct research with integrity, respecting the rights and well-being of participants. • Enable students to apply theoretical knowledge to real-world public health challenges. • Develop advanced communication skills, across a range of mediums, to effectively disseminate research findings to diverse audiences, including academic peers, policymakers, and the broader community. • Cultivate the ability to collaborate with other researchers, professionals, and stakeholders within and outside the public health field. • Provide students with a global perspective on public health issues, recognising the interconnected nature of health challenges and the importance of addressing health disparities on a global scale. • Foster independence in research, enabling students to take ownership of their research projects, make informed decisions, and demonstrate initiative throughout the research process. In addition, the course has been designed to prepare students for further academic study, such as pursuing a doctoral degree, and to equip students with the skills and knowledge necessary for a successful career in various public health settings. These educational aims collectively contribute to the overall goal of producing graduates who are not only well-versed in public health theory and research, but also capable of applying their knowledge to address complex health challenges and contribute meaningfully to the advancement of public health knowledge and practice.

Intakes:

September
January
May

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2024/5	Overseas	Full Time	£15950.00
2024/5	H	Full Time	£9088.00
2025/6	Overseas	Full Time	£16950.00
2025/6	H	Full Time	£8815.00

PSRB:

None

Course Structure:

January (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
7HW167	Advanced Research Skills for Public Health	30	SEM2	Core
7HW169	Research Dissertation	120	CRYRA	Core
7HW168	Health Protection and Health Improvement	30	CRYRA	Core

May (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
7HW167	Advanced Research Skills for Public Health	30	CRYRA	Core
7HW169	Research Dissertation	120	CRYRA	Core

May (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
7HW168	Health Protection and Health Improvement	30	SEM1	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
7HW167	Advanced Research Skills for Public Health	30	SEM1	Core
7HW169	Research Dissertation	120	CRYRA	Core
7HW168	Health Protection and Health Improvement	30	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

N/A

Reference Points:

UK Quality Code for Higher Education Qualifications and Credit Frameworks Subject Benchmark Statements University Policies and Regulations Equality Act (2010)

Overview of Assessment:

Learning Outcomes	Modules
PGCERT01 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: • to critically evaluate current research and advanced scholarship in the discipline • to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	7HW167 Advanced Research Skills for Public Health 7HW168 Health Protection and Health Improvement
PGCERT02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.	7HW167 Advanced Research Skills for Public Health 7HW168 Health Protection and Health Improvement
PGDIP01 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	7HW169 Research Dissertation

Learning Outcomes	Modules
PGDIP02 Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	7HW169 Research Dissertation
PGDIP03 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.	7HW169 Research Dissertation
PGDIP04 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	7HW169 Research Dissertation
MA01 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses	7HW167 Advanced Research Skills for Public Health 7HW168 Health Protection and Health Improvement 7HW169 Research Dissertation
MA02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.	7HW167 Advanced Research Skills for Public Health 7HW168 Health Protection and Health Improvement 7HW169 Research Dissertation
MA03 Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	7HW167 Advanced Research Skills for Public Health 7HW168 Health Protection and Health Improvement 7HW169 Research Dissertation
MA04 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.	7HW167 Advanced Research Skills for Public Health 7HW168 Health Protection and Health Improvement 7HW169 Research Dissertation
MA05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	7HW167 Advanced Research Skills for Public Health 7HW168 Health Protection and Health Improvement 7HW169 Research Dissertation
MA06 Demonstrate the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable situations - the independent learning ability required for continuing professional development.	7HW167 Advanced Research Skills for Public Health 7HW168 Health Protection and Health Improvement 7HW169 Research Dissertation

Teaching, Learning and Assessment:

Your learning will include the study of two taught modules which account for one third of the programme; the dissertation accounts for the final two-thirds of the programme and requires you to study independently with the support of a research supervisor. Learning activities will enable you to become skilled and knowledgeable in a range of public health areas so that you can achieve the learning outcomes. In doing so you will also achieve our graduate attributes of digital literacy and global citizenship, and you will be prepared for employment in public health and related disciplines. The

learning activities which will support you in the achievement of the learning outcomes are wide and varied. To get the most from this award, you will be required to actively engage in class and online, carry out wider reading and complete formative assessments. You will also be required to take an active part in your learning and work in partnership with your lecturing team for the effective functioning and success of the module. Taught materials include research informed key lectures providing you with an opportunity to acquire the appropriate knowledge and skills for the module. Each session has clear aims, learning outcomes, a clarification of their link to the assessment and suggestions for further reading. Group discussions will enable you to explore specific issues and examples and apply this learning to your own role and engage in debate, self-reflection, and evaluation. Directed study between in-class sessions will provide you with opportunity to undertake reading, participate in online learning tasks, address individual learning needs, and contextualise learning to your own area of interest or practice. Digital skills will be enhanced by encouraging you to search a wide range of relevant databases and engage with online resources through the VLE (lecture notes and external links to websites of interest). Blended and distributed learning models will be used as and when appropriate – this is where sessions are delivered through a combination of online and in class scheduled sessions with self-directed study and online activities. Tutorials will be used to facilitate dialogue between lecturers, students, and peers to further develop and challenge conceptual understanding through reflection and analysis. In addition, modules may include sessions led by a wide range of stakeholders, for example, public health practitioners, employers, service users, carers, and other subject specialists. You will be encouraged to explore global as well as local issues through in-class content, group work, formative and summative content, and consider diversity and inclusivity in public health practice. This will be supplemented through additional lectures and seminars offered to you across the programme. Employability and graduate skills will be explored and gained by you throughout the modules (as outlined in the reference points). Assessment is planned from a course wide perspective and the assessments that you complete have been designed to mirror public health practice and real-world contexts. This helps you to develop confidence and prepares you for the challenges of independent practice. The assessment strategy aims to improve your learning through a scaffolding approach; this is where your learning has been considered in each module to progressively build on your knowledge, ability, and the general perspectives you should acquire to become a knowledgeable and effective future practitioner in public health. By enabling assessments to build on each other and grow in complexity, you will be able to see the connections within and across modules. The ways in which you will be assessed will: allow you to demonstrate that you have met the learning outcomes of your course and modules; enable you to reflect on your performance, following timely, meaningful, and useful feedback; encourage you to identify your strengths and limitations so that the level of achievement can be measured and recorded. Broadly, there are two types of assessment you will encounter throughout the course. They are: • Formative assessments where the marks and grades for assessment activities do not contribute towards the module mark and grade. Formative assessment activities are useful to provide you with comments to let you know how you are doing. Sometimes the format of a formative assessment activity will be like the final (summative) assessment activity for the module, to prepare you and ensure that you are familiar with the summative assessment task. • Summative assessment activities where the mark you receive will contribute towards the final mark for your modules. The development of inclusive assessment opportunities which meet the needs of all learners is central to the course philosophy and our assessment strategy. In support of an inclusive curriculum design, the assessment strategy will support you to develop and perform in different assessment forms such that you are prepared to be able to succeed in assessments that will be used at later levels of study i.e. you will not face an assessment type for which you are unprepared. The package of assessment at each level has been carefully planned by the award team and is coherent and appropriate. The following principles have been adopted throughout the programme: • Each 30-credit module will have a maximum of two summative assessments, and one piece of formative assessment. • You will not normally be expected to undertake more than one group work assessment in an academic year. • Formative use of exams will precede the use of summative exams. • The award team have ensured that a module is not to be considered in isolation from the assessments that will be completed for other modules which are studied simultaneously. • Assessment submission dates will be checked, by semester, for your course to ensure there is no assessment bunching i.e. all course assessments being due in the same week. At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your university studies and into your working life. Your course will include a variety of assessment activities such as examinations, coursework (e.g., essays, reports, portfolios, project proposals, and poster presentations), and practicals (e.g., oral presentations, and scenario-based data analysis). At the end of your postgraduate degree, you are expected to write an extended piece of work or research (i.e. your dissertation).

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support: University Learning Centres are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals, and subject databases. Learning Centres also provide students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills. The University also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/ . If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/. Course Specific Support Personal Tutors You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their faculty and the wider University. You can find out who your personal tutor is by visiting e:Vision. Module leaders Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you in person, or via MS Teams. A list of module leaders is available in your Course Guides, along with their contact details. Course leaders The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice. To maintain continuity and support to you, they are supported by a deputy. Peer support and student reps As a course team, we do all that we can to foster a supportive environment whereby, in addition to the support of staff, students can also support one another. Course representatives are nominated for each cohort who can feedback any concerns from the student body to the course management team; this is done through regular course management committee meetings in which actions are agree to address any relevant issues. In addition, we have a student common room which provides a space where students can work, socialise, or relax. Within all the modules, we have included peer learning activities such as group projects, debates, and peer review activities. Research supervisor You will be allocated to a research supervisor during your first semester of study. Your supervisor will advise and guide you throughout the independent study module (i.e. dissertation). You are reminded that this is an independent study module, and you are required to take an active part in this relationship – from planning meetings and setting agendas, through to planning your time and making sure you are aware when your supervisor is available to support you. Faculty Student Enabling Tutor The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school. Working in partnership with you The University and the Student’s

Union take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience. Our student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter: https://www.wlv.ac.uk/aboutus/student-charter/

Employability in the Curriculum:

The University acknowledges the diversity of our student population and the need to recognise that the individual aspirations and motivations of students are distinct and varied in relation to career and personal development. Reflecting this, are a range of approaches through which employability is fostered, either explicitly or implicitly within the MRes Public Health. These are not mutually exclusive and overlap to greater or lesser degrees. Approaches range from focused modules which explore working within health and care settings, through to leadership skills and knowledge, and wider activities and opportunities available through the Careers, Enterprise, and the Workplace service. These and other initiatives aim to create graduates who are enterprising and entrepreneurial. Postgraduate study requires you to take greater responsibility for your own learning, becoming self-directed, reflective, and motivated. Whilst an awareness of contemporary professional contexts and techniques is desirable, these skills of initiative, personal responsibility and intellectual curiosity are the attributes which employers consistently rate highly in surveys of postgraduate skills. In designing the programme, the curriculum planning team have carefully considered the University of Wolverhampton Graduate Attributes framework to ensure that you can acquire and evidence skills that employers so keenly seek. Firstly, the course will enable you to develop your skills in global citizenship and a cultural and social mindset. In doing so, you will gain skills so you can become culturally and socially aware, emotionally intelligent, an effective communicator, self-aware, confident, motivated, ethical, collaborative, and influential. Secondly, the course will enable you to develop your knowledge in public health, by enabling you to become digitally fluid, technically skilled, a critical thinker, analytical, reflective, curious, experienced, autonomous, and engaged. Thirdly, the course will enable you to develop a professional and enterprising mindset, where you will be encouraged to become innovative and enterprising, commercially aware, resilient, ambitious, visionary, goal oriented, creative, a lateral thinker and adaptable. Finally, the course develops students' ability to disseminate key information in a diverse range of styles, to a diverse range of audiences in an effective and inclusive style. This ensures that graduates can demonstrate the high standard of communication competency required within the workplace, ranging from their oral communication skills to their written and digital communication skills. Successful MRes students are attractive to both the NHS, local authorities, and the voluntary sector as potential employees. Career opportunities range from academic roles within public health, roles within health promotion, health statistics and epidemiology, clinical Governance, public health research and development. Students may also wish to pursue doctoral study. Students who have recently qualified from the School of Health and Society's Public Health degrees have progressed into Public Health departments within the UK and international students have secured roles within international organisations such as WHO and the UN. Other occupational roles include: health promoter, health advisor, health practitioner, public health worker, health inequalities worker, health trainer, housing services officer, sexual health advisor, smoking cessation counsellor, community development worker, health information officer, health researcher, health management, wellbeing advisor, community support worker, school health advisor, and health educator. For those who wish to continue in further study or research, the Faculty of Education, Health, and Wellbeing offers PhD opportunities which may be studied full or part-time, along with more flexible study options for those who wish to take stand-alone modules as part of their Continuing Professional Development (CPD).