



# **European Master in Public Health EUROPUBHEALTH+**

## **Foundation course: Core competences in Public Health**

2017-2021



**School of Health and Related Research  
The University of Sheffield**

## TEACHING PROGRAMME

### European Master in Public Health (Europubhealth+) FOUNDATION COURSE: Core competences in Public Health

The present document details the content of the first year foundation course of the **Europubhealth+** programme delivered by the SchARR – The University of Sheffield. For the second year of the Europubhealth+ programme, seven different specialisations are delivered by the consortium: *Advanced Biostatistics and Epidemiology or Environmental and Occupation Health Sciences* at EHESP Paris; *Health policy and programmes management* at EHESP Rennes; *Law, Health and Ethics* at Rennes 1 University (France); *Leadership in European Public Health* at Maastricht University (The Netherlands); *Governance of Health Systems in Transition* at Jagiellonian University Medical College of Krakow (Poland), *Health promotion* at EASP – University of Granada (Spain).

#### I. PRESENTATION

The foundation course lasts two semesters and students get 57 ECTS for core and elective modules. A mandatory integration module worth 3 ECTS is organized by the EHESP School of Public Health in Rennes (France) at the end of the academic year.

The foundation course in Sheffield has been specifically designed for students from any educational background. It is suited for anyone who is interested in any aspect of public health but will be particularly relevant to those considering a future career in public health, either in the UK or internationally. Many students on the course have professional backgrounds and will bring their experience to the course, and the course is popular amongst those with clinical backgrounds in medicine, dentistry, pharmacy and nursing, for example. Other students come from a wide range of non clinical backgrounds, such as geography, social care or information sciences and a key feature of the course is that it is suited to anyone and does not require specialist clinical knowledge.

#### II. QUALIFICATIONS OF THE GRADUATE

This course covers the broad range of knowledge and skills required for public health practice in both the UK and internationally. Through a selection of core modules and a wide range of options, students will systematically gain an understanding of key concepts, and learning outcomes that relate to:

- how public health principles apply to professional practice
- how the research process applies to public health practice
- public health approaches to protect and promote the public's health
- health service organisations, management and economics
- broader influences on health and health care provision

#### III. REQUIREMENTS FOR GRADUATION AND OBTAINING PROFESSIONAL TITLE

In order to graduate, students must pass all modules at SchARR and validate all mandatory credits (including the dissertation) during the second year of the programme in the partner university as well as both integration modules organized at EHESP in Rennes.

## STUDY PLAN

### FOUNDATION COURSE: Core competences in Public Health

#### 1<sup>st</sup> semester

No	Name of the subject	Class form	M/F	Credit form (Mark or Pass/Fail)	UK credits
1	Key issues to Global Public Health	Lectures/ Seminar	M	Mark	15
2	Introduction to Research Methods	Lectures/ Seminar	M	Mark	15
3	Introduction to Statistics and Critical Appraisal	Lectures/ Seminar	M	Mark	15
4	Health Needs Assessment, Planning and Evaluation	Lectures/ Seminar	M	Mark	15

#### II<sup>nd</sup> semester

1	4 electives to be chosen among:	Lectures/ Seminar	M	Mark	60
	Epidemiology				
	Promoting Evidence Based Healthcare				
	Communicable Disease Control				
	Disaster and Emergency Management				
	Health Care Financing and Economic Evaluation				
	Health Promotion				
	Public Health Informatics				
	Sociology of Public Health				
	Systematic Reviews and Critical Appraisal Techniques				
	Using Policy to Strengthen Health Systems				
2	Integration Module (at EHESP in Rennes – France)	Seminar	M	Mark	3 ECTS

F – facultative, M – mandatory to graduate

Total number of UK credits: 120 / ECTS: 60

<b>Module title</b>	<b>Key issues to Global Public Health</b>
<b>Faculty</b>	ScHARR
<b>Conducting unit</b>	-
<b>Teaching Language</b>	English
<b>Aim of the course</b>	This unit introduces contemporary and historical public health discourses, policies and practices, before critically examining their practical and theoretical underpinnings.
<b>Learning outcomes</b>	<p>This unit aims to provide an introduction and overview of key issues and challenges for the global public health, and introduce terms and concepts that underpin public health discourses, policies and practice.</p> <p>By the end of the unit, a candidate will be able to:</p> <ul style="list-style-type: none"> <li>• Apply critically the principal public health paradigms, assumptions, principles, and practices;</li> <li>• Evaluate the nature and distribution of the global burden of disease;</li> <li>• Assess critically the relationship between the health of the public and international development processes;</li> <li>• Argue discursively how public health may respond to major global, international and national challenges, whether these are diseases, socio-political or environmental issues.</li> </ul>
<b>Assessment methods</b>	<p>Two methods of assessment are used during the module:</p> <p>First is a formative group work to be presented in session 8 (0% weighting)</p> <p>Second is a summative individual coursework assignment. This assignment will consist of two parts, including:</p> <p>(a) a 2500 word essay (worth 80% of final mark);</p> <p>(b) a 500 word personal learning reflection (worth 20% of final mark).</p> <p>Part a) will test the ability to assess and evaluate a key health issue within a specific national setting, as well as to discuss and debate various public health responses adopted within that setting in order to address the specific issue.</p> <p>Part b) will allow for a reflective examination of personal learning and change encountered in the course of the module, focussing on specific public health paradigms, assumptions, principles and practices (LO1). Students are expected to make reference to the wider literature in both parts of their essay.</p> <p>The pass mark is 50%.</p>
<b>Classes / Workload</b>	
<b>Number of ECTS</b>	<b>15 UK Credits</b>
<b>Teaching &amp; learning methods</b>	The unit takes an inter-disciplinary teaching approach, often using perspectives from the social and political sciences to question and contest basic public health assumptions. The lectures will encourage participation by engaging in discussions and debates surrounding the key issues in global health. Each session will include recommendations for further reading and independent study, which is highly encouraged. The module will encourage the development and use of a reflective learning diary to help record and further develop critical thinking skills – this will be of great benefit when undertaking the assignments.

<b>Course topics</b>	The unit goes on to explore the role and actions of key global health players (e.g. individual governments, United Nations organisations, bilateral and multilateral partnerships, local and international non-governmental organisations and health care industries), and discusses the social determinants of health, considering how they might be tackled for improved health equity and social justice. The unit then provides an introduction to major public health challenges in the contemporary world, illustrated through health issues (e.g. malnutrition, maternal and child health, mental health, sexual and reproductive health), socio-political issues (e.g. gender equity, trade, conflict, famine), and environmental issues (e.g. climate change, urbanisation, food security, waste management). Lastly, the unit concludes by looking forward, in light of contemporary trends, whilst reflecting on lessons learnt, in order to sustainably improve global health in the future.
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<b>Module title</b>	<b>Introduction to Research Methods</b>
<b>Faculty</b>	ScHARR
<b>Conducting unit</b>	-
<b>Teaching Language</b>	English
<b>Aim of the course</b>	<p>This module provides students with an introduction to quantitative and qualitative research methods and to the types of skills necessary for the planning, data gathering and dissemination stages of health-related research.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>○ To equip students with a basic understanding of the underlying principles of quantitative and qualitative research and the links between the two</li> <li>○ To introduce students to the key data generation methods of current use in public health and health-related research</li> <li>○ To enable students to choose the most appropriate research method to address a particular research question</li> <li>○ To enable students to gain a basic overview of a range of quantitative and qualitative approaches to analysis</li> <li>○ To provide students with the knowledge and skill to undertake the design of a public health-related research proposal.</li> </ul> <p>This module is complemented by HAR6035 Introduction to Statistics and Critical Appraisal, which deals specifically with quantitative data analysis and HAR6531 in Semester 2 which deals specifically with qualitative research design and analysis.</p>
<b>Learning outcomes</b>	<p>On satisfactory completion of the course, a student will be able to:</p> <ul style="list-style-type: none"> <li>● Describe a range of quantitative and qualitative research designs used in public health research and identify the advantages and disadvantages associated with these designs.</li> <li>● Design an appropriate research study to answer a particular question.</li> <li>● Choose appropriate quantitative or qualitative method to collect data.</li> <li>● Write a research proposal suitable for submission to a research funding body.</li> </ul>
<b>Assessment methods</b>	<p>There are two parts to the assessment:</p> <p>Formative assessment</p> <p>Formative assessments give tutors an indication of student progress and indicate to students the standard of work expected. A formal mark is not recorded for formative assessments, but students will be given feedback on the quality of their work throughout the module. The formative assessment for this module involves completing six on-line journal entries. These journal entries will enable students to think reflectively about the sections required for completion of the summative assessment below.</p> <p>The on-line journal entries are considered mandatory and are an essential requirement for</p>

	<p>passing the module.</p> <p>Summative assessment A 2,000 word written assignment in which students will be asked to develop a research proposal on a Public Health or Health-related topic.</p> <p>The pass mark is 50%.</p>
<b>Classes / Workload</b>	
<b>Number of ECTS</b>	<b>15 UK Credits</b>
<b>Teaching &amp; learning methods</b>	<p>Teaching will be through 12 mandatory small group tutorials where the focus will be on discussion and group work. These will be supported by MOLE on-line resources including reading, audio/visual materials and self-assessment exercises.</p> <p>As this is an introductory module, only limited prior knowledge will be assumed.</p>
<b>Course topics</b>	<p>Topics covered include: - Research Design; Methods of Data Collection; Approaches to Analysing Data and Writing a Research Proposal. The course provides a foundation for further learning in specific research methods. It is primarily designed for new students beginning Masters courses in the School of Health and Related Research (SchARR) and there is an emphasis on research techniques used in public health and health services research (HSR).</p>

<b>Module title</b>	<b>Introduction to Statistics and Critical Appraisal</b>
<b>Faculty</b>	SchARR
<b>Conducting unit</b>	-
<b>Teaching Language</b>	English
<b>Aim of the course</b>	<p>This module introduces students to the basic concepts and techniques of medical statistics, such as hypothesis testing and confidence interval estimation. Students will learn some simple statistical methods and the principles behind some of the more advanced techniques such as regression. It will equip students with the knowledge and skills necessary to understand and critically appraise statistics in research literature.</p>
<b>Learning outcomes</b>	<p>On satisfactory completion of the course, a student will be able to:</p> <ul style="list-style-type: none"> <li>• Classify and appropriately display and summarise different types of data.</li> <li>• Describe the properties of the Normal distribution.</li> <li>• Distinguish between a population and a sample, and describe the precision of a sample estimate of a population parameter.</li> <li>• Explain the concept of confidence intervals as applied to means, proportions, differences in means, and differences in proportions.</li> <li>• Describe the process of setting and testing statistical hypothesis.</li> <li>• Distinguish between 'statistical significance' and 'clinical significance/importance'.</li> <li>• Evaluate the quality of published research.</li> </ul>
<b>Assessment methods</b>	<p>Student knowledge and understanding of the applications of the statistical concepts and techniques taught will be assessed through:</p> <p>Three structured online exercises throughout the teaching block will address materials introduced in the lectures. This will allow a formative assessment of knowledge and application of basic concepts and the critical appraisal of the statistical content of published research literature.</p> <p>Three-hour unseen written examination. This will allow a summative assessment of knowledge and application of basic concepts and the critical appraisal of the statistical content of published research literature.</p>

	The pass mark is 50%.
<b>Classes / Workload</b>	
<b>Number of ECTS</b>	<b>15 UK Credits</b>
<b>Teaching &amp; learning methods</b>	Lectures will be used to impart knowledge of key statistical concepts and methods, while structured exercise classes will apply these concepts to example data or published studies.
<b>Course topics</b>	<p>The course is not aimed at “doers” of statistics; that is, students who are going to design their own studies to collect and analyse their own data. It will not teach you how to analyse, present and report your own data.</p> <p>This unit aims to: introduce students to fundamental concepts and methods in medical statistics; enable students to apply these concepts to critically appraise research literature.</p>

<b>Module title</b>	<b>Health Needs Assessment, Planning and Evaluation</b>
<b>Faculty</b>	SchARR
<b>Conducting unit</b>	-
<b>Teaching Language</b>	English
<b>Aim of the course</b>	This unit aims to give students a systematic understanding of the planning cycle with a specific focus on health needs assessment techniques, programme planning, and the monitoring and evaluation of programmes.
<b>Learning outcomes</b>	<p>By the end of the unit, a student will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the concepts of health need, demand and supply;</li> <li>• Understand and identify health inequalities;</li> <li>• Describe and apply key approaches and methods for conducting a systematic health needs assessment;</li> <li>• Understand the key principles of health planning;</li> <li>• Understand and devise an appropriate plan for monitoring and evaluating health programmes;</li> <li>• Work effectively in a group setting to deliver common objectives;</li> </ul>
<b>Assessment methods</b>	<p>The module will be assessed via a 1,500 word individual written assignment and a group assessed project.</p> <p>The individual written assignment, which will account for 70% of the overall module mark, will require students to discuss:</p> <ul style="list-style-type: none"> <li>• The topic and setting of the HNA and the reasons why a needs assessment in this area would be beneficial (This element will be formative with a word limit of 300 words) Justification for the approach taken.</li> <li>• Methods used, together with their strengths and weaknesses.</li> <li>• Anticipated problems and how they might be addressed.</li> </ul> <p>The group assessed project, which will account for 30% of the overall module mark, will require students to work collaboratively to:</p> <ul style="list-style-type: none"> <li>• Develop an action plan for tackling an identified health inequality</li> <li>• Devise relevant indicators and approach to monitoring and evaluating the outcomes of the proposed programme</li> <li>• Present the action plan in their seminar groups.</li> </ul> <p>The outline of the issue, the needs assessment proposal and the approaches proposed</p>

	<p>for tackling the identified health inequality should be evidence based and appropriately referenced.</p> <p>Students must pass both of the individual components (pass mark of 50%) in order to pass the module.</p>
<b>Classes / Workload</b>	24 teaching hours + around 15 full days or 30 half-days doing self-study
<b>Number of ECTS</b>	<b>15 UK Credits</b>
<b>Teaching &amp; learning methods</b>	<p>Lectures will be used to present much of core knowledge and techniques needed in the module. Tutorials will be used to enable students to look at specific concepts raised in the lectures in more detail, offering the opportunity for discussions within small groups.</p> <p>Teaching methods include:</p> <ul style="list-style-type: none"> <li>• Problem solving scenarios will be used to enable students to apply the learning from the module based on case studies.</li> <li>• A seminar at the end of the module will require students to devise and present an action plan for tackling health inequalities.</li> <li>• A group assessed project forms an integral teaching method to develop collaborative group working skills amongst the students.</li> <li>• An individual written assignment will provide students with an opportunity to present in a written format a cogent plan for devising a health needs assessment.</li> </ul>
<b>Course topics</b>	Assessing health needs and tackling health inequalities are key aspects of public health work at the local, national and international level. This module will provide students with an understanding of the main approaches to, and methodologies for, conducting Health Needs Assessments and will equip them with an understanding of programme planning, and the monitoring and evaluation of programmes.

<b>Module title</b>	<b>Epidemiology</b>
<b>Faculty</b>	SchARR
<b>Conducting unit</b>	-
<b>Teaching Language</b>	English
<b>Aim of the course</b>	This module aims to develop an understanding and basic proficiency in epidemiological methods as applied to public health, in particular in the areas of epidemiological concepts, measures, research designs and interpretation.
<b>Learning outcomes</b>	<p>By the end of the module, a student will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• An understanding of key epidemiological concepts such as measures of incidence and prevalence, bias and confounding in studies and the population perspective of disease;</li> <li>• An ability to interpret data related to epidemiological studies;</li> <li>• A systematic understanding and critical awareness of cross-sectional studies, ecological studies, case-control studies, cohort studies and intervention studies.</li> </ul>
<b>Assessment methods</b>	<p>The examination will assess understanding of key epidemiological concepts and measures, epidemiological research designs and the ability to critically analyse, correctly interpret and use data. It will cover the learning objectives set out above. The examination will involve students answering a number of structured questions.</p> <p>The pass mark is 50%.</p>
<b>Classes / Workload</b>	There are 12 timetabled sessions that are two hours long. The sessions mix lectures and seminar work. The seminars will include individual and group exercises, structured questions, critical appraisal of epidemiological papers and revision sessions.
<b>Number of ECTS</b>	<b>15 UK Credits</b>
<b>Teaching &amp; learning</b>	The teaching methods aim to deliver core knowledge through a lecture series

<b>methods</b>	<p>accompanied by seminars. Learning will include applying the key concepts to practical public health scenarios. The lectures will provide students with knowledge about epidemiological methods and their associated epidemiological concepts. The seminars will allow students to be able to critically appraise epidemiological research designs and interpret relevant results.</p> <p>There is also a structured timetable of on-line exercises to be completed in advance of the seminar sessions each week, giving students the opportunity to consider relevant concepts in depth before undertaking practical work as part of a group.</p>
<b>Course topics</b>	<p>Epidemiology is the discipline underpinning both effective public health practice and research into the causes, control and prevention of disease. Knowledge and understanding of epidemiological concepts and methods is a basic requirement for effective public health practice.</p> <p>This module will provide an introduction to epidemiology covering key epidemiological concepts; measures of disease; association and causation; confounding and bias. It will also introduce research designs including cross-sectional, ecological, cohort, case-control and intervention studies and introduce population health measures such as screening.</p>

<b>Module title</b>	<b>Promoting Evidence-Based Health Care</b>
<b>Faculty</b>	ScHARR
<b>Conducting unit</b>	-
<b>Teaching Language</b>	English
<b>Aim of the course</b>	<p>The module aims to examine the ways in which research evidence can be used to change clinical behaviour, the delivery of health services and health care policy. It will explore the philosophy behind evidence-based healthcare (EBHC), limitations and criticisms, and the practicalities of implementing research evidence. It will also explore the perspectives of policy-makers, professionals, politicians and the public.</p> <p>Teaching will be presented through a series of lectures and seminars involving individual and group tasks. The lecturers come from a wide range of disciplines and include those with practical experience of implementing evidence based health care. This experience is drawn from the United Kingdom (UK) National Health Service (NHS) and practical examples will inevitably have a UK NHS focus.</p> <p>The role of the UK National Institute for Health and Clinical Excellence in particular is considered in detail. However, detailed knowledge of the UK NHS is not assumed and the international context will be discussed.</p>
<b>Learning outcomes</b>	<p>On satisfactory completion of the course, a student will be able to:</p> <ul style="list-style-type: none"> <li>• Describe a range of approaches used to change clinical practice and health care policy;</li> <li>• Critically discuss the strengths and weaknesses of these approaches;</li> <li>• Critically discuss the challenges to and limitations of evidence as a basis for decision making in health care;</li> <li>• Describe the range of different perspectives (professional, public, patient, political) that may influence the implementation of research evidence.</li> </ul>
<b>Assessment methods</b>	<p>The assessment will consist of a 2,500 to 3,500 word written assignment on a choice of one out of two or three options that will test the ability of the student to apply knowledge attained during the module to their area of research interest or clinical practice.</p> <p>The pass mark is 50%.</p>
<b>Classes / Workload</b>	<p>This module consists of 12 two-hour sessions. The expectation is that you will spend at least 150 working hours on it (including teaching hours). So apart from being expected to</p>

	attend taught sessions, you are also expected to contribute 18 full days or 36 half-days of self-study – a considerable amount of time. This includes revision, reading the materials suggested by lecturers and located yourself, and working for assessments. Merely attending the taught sessions is unlikely to give you sufficient knowledge to pass the module assignment or, more importantly, understand research findings presented to you.
<b>Number of ECTS</b>	<b>15 UK Credits</b>
<b>Teaching &amp; learning methods</b>	It is assumed that students may have some knowledge of research methods, health services or health care, but detailed knowledge of these is not essential.
<b>Course topics</b>	This module enables the student to develop an understanding of the ways in which research findings can be implemented in national policy, health care commissioning and individual practice. It is widely accepted that health care policy and practice should be based on the best available research evidence, but it is also recognised that research findings need to be actively promoted to influence policy and practice. This unit will examine the various approaches to promoting evidence based healthcare, whilst considering the limitations of these approaches and challenging the assumptions upon which they are based.

<b>Module title</b>	<b>Communicable Disease Control</b>
<b>Faculty</b>	ScHARR
<b>Conducting unit</b>	-
<b>Teaching Language</b>	English
<b>Aim of the course</b>	The module aims to develop a broad understanding of the principles and practice of communicable disease control.
<b>Learning outcomes</b>	By the end of the unit, students should be able to demonstrate:- <ul style="list-style-type: none"> <li>• A systematic factual knowledge of key infectious diseases of public health importance;</li> <li>• An understanding of and ability to apply the key principles of communicable disease control;</li> <li>• An awareness of the systems and key legislation in place to protect the public;</li> <li>• Skills in analysing infectious disease data and formulating appropriate control interventions</li> </ul>
<b>Assessment methods</b>	A 3 hour written exam will be used to assess the student's understanding of the principles of communicable disease control, factual knowledge of key infectious diseases and data analytical skills The pass mark is 50%.
<b>Classes / Workload</b>	
<b>Number of ECTS</b>	<b>15 UK Credits</b>
<b>Teaching &amp; learning methods</b>	The teaching methods include lectures to impart factual knowledge and understanding of the principles of communicable disease control and of various disease topics.
<b>Course topics</b>	Health protection is one of the cornerstones of public health. The control of communicable diseases is one of the major functions of health protection. This module will cover the principles of surveillance, outbreak and incident management, immunisation programmes, health-care associated infections, and the control of sexually-transmitted diseases. It will also present a broad range of common infectious disease topics including HIV, tuberculosis, meningitis, diarrhoeal illnesses and hospital acquired infections. This module would provide the essential foundations for students intending to undertake the Faculty of Public Health Part A/Diploma examination.

<b>Module title</b>	<b>Disaster and Emergency Management</b>
<b>Faculty</b>	ScHARR
<b>Conducting unit</b>	-
<b>Teaching Language</b>	English
<b>Aim of the course</b>	Students will develop a broad understanding of the knowledge, issues and management principles of disaster and emergency planning, preparation and response. The module seeks to help students develop practical knowledge and skills for dealing with incidents and emergencies.
<b>Learning outcomes</b>	By the end of the unit, a candidate will be able to: <ul style="list-style-type: none"> <li>• explain the generic stages of the emergency management cycle;</li> <li>• demonstrate an awareness of key emergency management issues and principles;</li> <li>• adapt and apply the emergency management stages systematically to any setting or scenario;</li> <li>• demonstrate an understanding of emergency planning;</li> <li>• develop, deliver and critically reflect on emergency exercises.</li> </ul>
<b>Assessment methods</b>	This module is assessed in two components. The first component comprising 70% of the marks is a written assignment when students are required to individually submit a written assignment on hazard analysis and emergency preparedness. The second component, which comprises the remaining 30% of the marks, is allocated for the assessed group project. The group project will assess the students' ability to develop and deliver a table top exercise, and reflect on it. The student is required to pass both components in order to pass the module. The pass mark is 50%.
<b>Classes / Workload</b>	
<b>Number of ECTS</b>	<b>15 UK Credits</b>
<b>Teaching &amp; learning methods</b>	The teaching methods include lectures to impart factual knowledge and understanding of the key issues, principles and concepts of emergency management. Problem-based learning seminars will be run to practically demonstrate some of these concepts.
<b>Course topics</b>	Disasters and emergencies can strike any community. It is not a question of whether a disaster will occur but when. However, the likelihood, scale and impact of a disaster can be minimized through appropriate emergency planning, preparation and response by the community, governmental and non-governmental organisations. This module will cover the key concepts of disaster and emergency management, explore some of the contemporary issues and develop students' knowledge and skills in this field.

<b>Module title</b>	<b>Economic Evaluation and Health Care Financing</b>
<b>Faculty</b>	ScHARR
<b>Conducting unit</b>	-
<b>Teaching Language</b>	English
<b>Aim of the course</b>	This module introduces the basic principles of economic evaluation and health care financing as applied to healthcare interventions. This unit aims to introduce the basic principles of economic evaluation and health care financing as applied to healthcare interventions. It will provide students with knowledge and understanding of these basic principles and the ability to critically appraise their validity and appropriateness to different contexts.

<b>Learning outcomes</b>	By the end of the module, a candidate will be able to: <ul style="list-style-type: none"> <li>• describe and reflect upon the principles of economic evaluation;</li> <li>• describe and reflect upon the methods used to undertake economic evaluations in healthcare;</li> <li>• critically appraise published economic evaluations;</li> <li>• structure a decision problem relating to a health care intervention and produce valid results from simple data;</li> <li>• describe and reflect upon alternative health care financing systems.</li> </ul>
<b>Assessment methods</b>	The module will be assessed through two assessments. A written word assignment comprising long and short answers (50% weighting) will assess the knowledge and understanding of students relating to the methods and application of some economic evaluation techniques. A 2 hour written unseen examination (50% weighting) will be undertaken to assess the knowledge and understanding of the student relating to the principles and methods of economic evaluation and health care financing. Students must pass both the written assignment and the exam in order to pass the course. The pass mark is 50%.
<b>Classes / Workload</b>	
<b>Number of ECTS</b>	<b>15 UK Credits</b>
<b>Teaching &amp; learning methods</b>	The aims and learning outcomes are achieved through two main teaching methods. Firstly, informal lectures, some of which will include group exercises, will provide the majority of the contact hours with lecturers.  Secondly, for most weeks, tutorials will be given to explore in more depth issues arising in the preceding lectures. These will take the form of student-led discussions and practical work. They will reinforce the learning outcomes and provide practical experience of applying some of the concepts. Further support will be provided online via multiple choice questions and discussion boards to support students' self-led learning.
<b>Course topics</b>	The course introduces the concepts of markets, market failure, models of health care financing and equity. Most of the module focuses on economic evaluation and covers the different types that are available and the various stages and techniques that need to be applied to generate results. As alternative techniques are described, the strength and weakness of each will be highlighted, with the students being encouraged to critically appraise their appropriateness to different contexts

<b>Module title</b>	<b>Health Promotion</b>
<b>Faculty</b>	ScHARR
<b>Conducting unit</b>	-
<b>Teaching Language</b>	English
<b>Aim of the course</b>	The module seeks to elaborate on the theoretical background of health promotion with the aim of developing a critical awareness of the key concepts, debates and methods. The module also aims to evaluate a range of health promotion strategies in different fields. Teaching will be presented through a series of lectures and workshops that will also include group discussion, case studies and examples, to develop the lecture themes, and problem-solving skills.

<b>Learning outcomes</b>	<p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of the key concepts in health promotion</li> <li>• Be able to reflect on the theoretical basis for health promotion</li> <li>• Appreciate the main approaches that can be used in implementing health promotion at individual, community, and policy development levels</li> <li>• Evaluate the success or otherwise of health promotion practice in a variety of settings</li> <li>• Identify the necessity for evaluation of health promotion interventions, and describe the methods used to evaluate efficacy, effectiveness and efficiency of health promotion</li> <li>• Demonstrate a critical, in-depth awareness of health promotion</li> <li>• Develop the ability to work sensitively and inclusively</li> <li>• Begin to develop an awareness for diversity and differences in approaches</li> <li>• Demonstrate an awareness of global approaches to health promotion</li> <li>• Reflect on the principles and application of health promotion in the context of own professional practice.</li> </ul>
<b>Assessment methods</b>	<p>Group Collaborative Document : 40%  2000 word annotated bibliography : 60%  The pass mark is 50%.</p>
<b>Classes / Workload</b>	
<b>Number of ECTS</b>	<b>15 UK Credits</b>
<b>Teaching &amp; learning methods</b>	<p>The module will be delivered via twelve sessions. Each session will introduce key concepts, theories, and substantive background material. Some sessions will also involve student-led discussions. These are intended to facilitate a deeper awareness of the material and provide an opportunity for in-depth discussion of key concepts and theories as they relate to health promotion practice. It is expected that students will have read around each topic before each session. For those sessions involving student-led discussion, required research papers, reading and reflection on these articles will be expected to be undertaken prior to the relevant session</p>
<b>Course topics</b>	<p>To develop a critical awareness of the theory, concepts and practical issues relating to health promotion.</p> <ul style="list-style-type: none"> <li>• introduce key principles and methods in health promotion</li> <li>• explore key debates and discussions within health promotion</li> <li>• develop team working, information literacy skills, and enquiry based learning</li> <li>• evaluate examples of health promotion practice in a variety of settings</li> <li>• reflect on own current health promotion practice</li> </ul>

<b>Module title</b>	<b>Public Health Informatics</b>
<b>Faculty</b>	SchARR
<b>Conducting unit</b>	-
<b>Teaching Language</b>	English
<b>Aim of the course</b>	This unit aims to provide a wide-ranging overview of the application of informatics to public health at a local, national and international level.

<b>Learning outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Provide examples of information/informatics in public health at a local, national and international level.</li> <li>• Have a comprehensive understanding of how informatics can be used to meet public health needs at a local, national and international level.</li> <li>• Critically discuss and evaluate the strengths and weaknesses of using informatics to meet public health needs.</li> <li>• Apply techniques and frameworks to interrogate and evaluate public health information systems.</li> <li>• Develop a critical awareness of the challenges facing the use of informatics/information in public health and the current and future trends of the discipline.</li> </ul>
<b>Assessment methods</b>	<p>The module assessment is in two parts.</p> <p>The first part is a Group Presentation. You will work in small groups and prepare a 15 minute presentation relating to new technological innovations and the contribution that they can potentially make to Public Health.</p> <p>The second part will take the form of a 2000 word report: Explore, using an external evaluation framework, a specific, named system/application (for example a disease register, disease surveillance network or some global epidemiological resource) which provides information to help meet health needs at a population level. The report should:</p> <ul style="list-style-type: none"> <li>• Briefly identify and discuss around 4-6 articles (excluding the source materials of the chosen evaluation framework) which will examine and highlight issues associated with the specific system/application.</li> <li>• Examine the system/application critically; looking at both its strengths and weaknesses, using an external evaluation framework (which may focus on issues such as sharing data, security, confidentiality, ethics and usability).</li> <li>• Consider the current status of the system/application and make an assessment of prospects for its further development and utilisation.</li> </ul>
<b>Classes / Workload</b>	
<b>Number of ECTS</b>	<b>15 UK Credits</b>
<b>Teaching &amp; learning methods</b>	<p>The module will consist of a variety of learning methods including lectures, seminars and exercises.</p> <p>In addition, students will be expected to spend a significant amount of time on self study, including work for specific sessions, general reading and time working on the module assessment.</p> <p>Lectures will introduce students to the weekly topics and provide a theoretical background to the topic.</p> <p>Specific case studies and examples will be introduced as part of the lectures and will form the basis of the weekly self directed learning activity.</p> <p>The weekly exercise or learning activity may be a scenario based case study, an online discussion, articles to read and critically evaluate or a presentation to prepare.</p> <p>In addition, practical student led sessions will be offered where appropriate.</p> <p>The assessment for the module will consist of formatics presentation, to be delivered in Week 11 and a summative assignment to be delivered in Week 15.</p> <p>Further independent study will allow exploration of relevant issues, either via staff led or student led reading/activities.</p>

<b>Course topics</b>	Public Health Informatics is a module designed to look at how informatics and information technology can be used to help address some of the major issues in public health. Public health informatics was traditionally defined as "the systematic application of information and computer science and technology to public health practice, research, and learning" (Yasnoff, 2000). In this module, we examine this rapidly changing field, using a combination of lectures, individual and group exercises and self directed learning. Key issues around the local, national and international contributions that technology can make to public health are critically examined and students are given a theoretical and practical grounding in this increasingly important discipline.
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<b>Module title</b>	<b>Sociology of Public Health</b>
<b>Faculty</b>	ScHARR
<b>Conducting unit</b>	-
<b>Teaching Language</b>	English
<b>Aim of the course</b>	<p>The aims of the module are to;</p> <ul style="list-style-type: none"> <li>• Develop a critical awareness of the sociology of public health including its relevance to the theory and practice of public health;</li> <li>• Introduce key themes of the sociology of public health;</li> <li>• Assemble key debates and discussions within the sociology of health and illness relevant to key components of public health</li> <li>• Evaluate and assess core aspects of the sociology of health and illness relevant to public health</li> <li>• Explore one application of the sociology of health and illness to public health in depth.</li> </ul>
<b>Learning outcomes</b>	<p>By the end of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the skills to be able to review and assess a range of issues in the sociology of health and illness that are relevant to a self directed and defined problem;</li> <li>• Show how an awareness of theoretical positions can enhance the exploration of a topic or problem in public health;</li> <li>• Engage critically and independently in debates related to the sociology of health and illness and how these can help us evaluate public health problems;</li> <li>• Produce a detailed work centred around a sociological exploration of a particular issue in public health.</li> </ul>
<b>Assessment methods</b>	<p>The main assessment for the module will be through the presentation of one 3,000 word assignment on a detailed aspect of the sociology of public health. You will be expected to select one question to address as part of your assignment.</p> <p>In order to facilitate learning we will be having continuous writing and formative feedback through MOLE2. You will be set two tasks which will involve writing about two key aspects of public health in depth through the use of Blogs and discussion. You will also be asked to provide feedback on your classmates' comments and writing each week.</p> <p>The pass mark is 50%.</p>
<b>Classes / Workload</b>	
<b>Number of ECTS</b>	<b>15 UK credits</b>
<b>Teaching &amp; learning methods</b>	<p>This module consists of 7 teaching sessions plus some blended online learning activities. Each session consists of a 1 ¾ hour discussion forums. The purposes of the forums are to introduce key concepts and theories, identify foundational assumptions and substantive ideas. We will also be seeking to illustrate the application of these assumptions and ideas to problems in public health.</p>

	<p>The sessions will focus on developing students' ability to:</p> <ul style="list-style-type: none"> <li>• employ sociological arguments;</li> <li>• interact through the medium of sociology;</li> <li>• assemble and organize sociological approaches to a problem;</li> <li>• encouraging the acceptance of different perspectives on a problem with the purpose of exposing hidden points of meaning;</li> <li>• challenging our own perspectives and taken for granted assumptions about a problem or area;</li> <li>• criticising both public health policy and sociological perspectives on health and illness justifying our own perspectives on the basis of sociological theory and evidence.</li> </ul>
<b>Course topics</b>	<p>The sociology of public health involves studying how society is structured by looking at the patterns of relationships that have an existence over and above individuals. In this respect it looks at how health is distributed as a consequence of how people are related to each other in a number of ways. This involves looking at how for example social class and gender relations result in varying patterns and experiences of health.</p> <p>The sociology of public health module goes well beyond this however. In this module you will also undertake a journey to study social organisation. What this means is that you will be looking at how the collective ideas of, for example health, can shape what we think is good and bad about health. We will be exploring how our very ideas about health can be controlled and manipulated, and how these ideas are historically located.</p> <p>Beyond this sociology is also the study of what things mean to people. A large part of the sociology of public health involves understanding how people relate to each other both rationally and emotionally through what things mean for them. Not only this but we will explore how the meaning of health can shape encounters with various health professionals including doctors, health promoters, dentists and various different therapists.</p>

<b>Module title</b>	<b>Systematic Reviews and Critical Appraisal Techniques</b>
<b>Faculty</b>	ScHARR
<b>Conducting unit</b>	-
<b>Teaching Language</b>	English
<b>Aim of the course</b>	<p>This module aims to provide a wide-ranging overview of systematic review methods and their application to a wide variety of public health and health services research questions and will:</p> <ul style="list-style-type: none"> <li>• Identify the main components of, and stages in conduct of, a systematic review</li> <li>• Explore the range of methods available for identification of studies for inclusion in a systematic review</li> <li>• Emphasise the importance of quality assessment of research studies in determining internal and external validity</li> <li>• Describe the application of systematic review methods to a range of research questions</li> <li>• Facilitate selection of appropriate standards for presenting and reporting review methods</li> <li>• Explore the usefulness of meta-analysis using meta-analytic software and a limited data set</li> </ul>

<b>Learning outcomes</b>	By the end of the unit, a candidate will be able to demonstrate the ability to: <ul style="list-style-type: none"> <li>• Describe the key principles of a systematic review and how they are used within healthcare;</li> <li>• Formulate a complete and valid review question</li> <li>• Assess the different methods for identifying evidence and their respective merits;</li> <li>• Recognise the importance of quality assessment as a key component of the systematic review process;</li> <li>• Analyse the contribution of the different stages of the systematic review process to limitation of the potential for bias;</li> <li>• Explain how different methods of synthesis may be used to produce and present evidence within a systematic review;</li> <li>• Interpret the findings from the systematic review process within the context of recommendations for research and recommendations for practice.</li> </ul>
<b>Assessment methods</b>	The assessment will consist of a 3,000 word structured report in which students will be asked to review systematically a given topic (therapeutic, surgical, diagnostic, health promotion, qualitative) or, following discussion with the module coordinator, a topic of their own choice. The output will be a “mini-review” demonstrating application of review principles to a subset of 5-6 relevant items. The pass mark is 50%.
<b>Classes / Workload</b>	You will be expected to spend a significant amount of time on self study (76 hours), including preparing for taught sessions and general reading and will also spend time working on your assignment (50 hours). You will also be expected to develop considerably your literature searching skills alongside this module, for example by taking advantage of the IRISS courses offered by the Information Resources team.
<b>Number of ECTS</b>	<b>15 UK credits</b>
<b>Teaching &amp; learning methods</b>	Lectures will be used to orientate students to the topic. They will identify the utility of systematic review methods in general and explore the main stages of the review process within which detailed consideration of specific types of review question can take place. Practical workshops will equip students with experience and skills related to the principal stages of the systematic review process. Finally, independent study will allow follow up of an extensive repository of resources and preparation of the mini-systematic review assignment.
<b>Course topics</b>	This module is designed to familiarise students with principles of systematic reviews and critical appraisal and the acquisition of skills necessary to undertake such work. The unit includes an introduction to information systems; principles of systematic literature reviews and critical appraisal; search strategies; computer-assisted search methods; practicalities of writing up the results of a systematic review; introduction to Meta- analysis; and dissemination of findings.

<b>Module title</b>	<b>Using Policy to Strengthen Health Systems</b>
<b>Faculty</b>	ScHARR
<b>Conducting unit</b>	-
<b>Teaching Language</b>	English
<b>Aim of the course</b>	The module aims to: <ul style="list-style-type: none"> <li>• Provide students with the critical skills to analyse and understand the underpinning social, economic and political contexts of policies that affect health, and the factors that influence the development and impact in specific health system contexts;</li> <li>• Provide critical insight into current strengthening health system policy initiatives;</li> <li>• Develop a critical appreciation of how systems in particular contexts might be strengthened.</li> </ul>

<b>Learning outcomes</b>	<p>On satisfactory completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Assess the current major policy issues facing health systems in different national and local contexts;</li> <li>• Identify and critically evaluate how how different factors (historical, social, economic/financial, technological and political) shape and influence policies and health system development at global, national and sub-national levels;</li> <li>• Assess the main actors involved in health policy processes at global, national and sub-national levels;</li> <li>• Identify current policy initiatives related to health systems strengthening and critically analyse how particular groups or people may (or may not) benefit from that strengthening;</li> <li>• Suggest and explain ways in which health systems may be changed and improved through different policy measures at global, national and sub-national levels.</li> </ul>
<b>Assessment methods</b>	Group work, Presentation: 20% / Individual inquiry-essay (2,500 words): 80%
<b>Classes / Workload</b>	<p>As this is a 15-credit module, the expectation is that each student will spend around 150 working hours on it (including teaching). So, apart from being expected to attend all the timetabled sessions, you are also expected to spend around 14 full days or 28 half-days doing further investigation and inquiry – a considerable amount of time. As part of this extra activity outside scheduled sessions, for the case study inquiries, each student will need to arrange further meetings (either face-to-face, by telephone or online) with their group members (which will need to take place in-between the formal sessions). Attending the taught sessions alone will not enable you to do the work necessary for the group and individual inquiries, and will not be considered as acceptable performance.</p>
<b>Number of ECTS</b>	<b>15 UK credits</b>
<b>Teaching &amp; learning methods</b>	<p>Lectures will provide an overview of the material for each stage of the module, in order to ensure that all students have a similar level of understanding before moving to interactive learning and group work.</p> <p>Each student needs to be prepared to take charge of their own learning. The students will identify and critically analyse particular case studies of health policy and health systems in different national to local contexts. The tutors will introduce particular and appropriate policy discourses and models about strengthening health systems, which the students will investigate and research further. The tutors will also facilitate a simulated role play of the health policy process.</p> <p>Students will work both in groups and individually to develop their understanding. The module is designed to be interactive in nature, so students should expect to engage in discussion with their fellow students and tutors.</p>
<b>Course topics</b>	<p>This module seeks to build on students' own experiences and knowledge of health policy and health systems. Over the course of the module, students will work individually and also in small groups to develop a critical understanding of health policy and particular health systems, and to develop ideas and proposals about how these health systems can be strengthened - and who might or might not benefit. These improvements can be targeted at any combination of the regional, national, district, and community level.</p> <p>In this module, policy is understood in a broad way, as courses of action and inaction which shape health systems, and health systems are understood both as broad public health systems (including the social determinants of health), and as particular forms of organisation of health care (both formal and informal). The module is suitable for students with broad health and health care understanding, but also for those with more limited knowledge and experience of health systems.</p>