

# MASTER OF PUBLIC HEALTH

## Institute of Health

<b>Academic Level:</b>	7	<b>Credits:</b>	180
<b>UCAS Code:</b>	Not applicable		
<b>Awarding Body:</b>	University of Cumbria		
<b>Delivery Site:</b>	100% Distance Learning		
<b>Programme Length:</b>	Full Time: 1 Calendar Year Part Time: 2 Calendar Years		
<b>Mode of Delivery:</b>	Online Learning		
<b>Pattern of Delivery:</b>	Full time		
	Total weeks of study:	Full Time: 36 weeks	
	Delivery pattern:	3 x 12 week semesters	
	Standard semester dates:	Yes	
<b>Programme Webpage:</b>	<a href="https://www.cumbria.ac.uk/study/courses/postgraduate/mph-master-of-public-health/">https://www.cumbria.ac.uk/study/courses/postgraduate/mph-master-of-public-health/</a>		

### Entry Criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [RPL](#), please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage.

You will be required to have achieved a 2:2 in a degree that demonstrates your academic potential to learn in a unique and diverse multiprofessional discipline. Although previous experience of working in a public health role will be useful it is not essential as we are committed to developing your individual ability from a transformative learning philosophy applied to meeting real world challenges. We anticipate applications from a variety of backgrounds including health and social care, environmental health, biomedical science and finance. You should articulate your sense of place and ambition to participate in delivering interventions that achieve outcomes which improve and sustain wider health security in your area of interest.

## PROGRAMME AIMS AND OUTCOMES

### Programme Aims

By the end of this programme, you will be able to:

1. Appreciate and apply the principles of Public Health (PH) through a healthy public policy lens utilising the principles of a transformative development framework based on Mezirow's Transformative Learning Model.
2. Accept and continue to develop critically reflective and reflexive practice, knowledge, skills and behaviours required to facilitate you leading, planning and delivering effective Public Health interventions that meet assessed community requirements through collaborative political, socioeconomic, health and care systems
3. Demonstrate your proficiency in practice, continuously striving to master the ethical principles, functional concepts and accepted frameworks that govern Public Health in order to transform local, regional or global practice through actionable research.

### Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate your understanding and application of:

**After 60 credits of Post Graduate Certificate (PGCert) study you will be able to demonstrate:**

**K1.** The available evidence, theories and policy drivers that underpin decision making and judgement in public health practice, utilising that to challenge the evidence as well your own tacit knowledge and experience through the process of disruptive pedagogy (Mezirow) developing an intelligent, competent practitioner.

**K2.** The holistic nature of practice in the fields of global security, public health and wellbeing through a planetary health lens.

**K3.** The complexities of professional, ethical and legal perspectives relating to practice, incorporating sensitivity to diversity and cultural issues in public health.

**After 120 credits of Post Graduate Diploma (PGDip) study you will be able to demonstrate:**

**K4.** The use and evaluation of wide ranging contemporaneous, quality sources of evidence relevant to this area of study

**K5.** Appropriate research methods of enquiry relevant to your scope of practice in relation to epidemiology in public health practice

**K6.** Concepts and frameworks for collaborative and partnership working across all agencies that contribute to the public's health.

**After 180 credits of study leading to Master of Public Health (MPH) you will be able to demonstrate:**

**K7.** Contemporary and innovative approaches towards leading and developing public health and wellbeing practice appropriate to global, community and individual need

**K8.** Originality in the application of knowledge, and the practicalities and skills of conducting research-based enquiry within your practice setting in order to advance the body of knowledge that shapes public health and its associated disciplines

**K9.** The importance of critical awareness, challenging the orthodox and revealing new insights into the problems that occur within your area of professional practice and/or field of academic study that contribute to the advancement of public health.

## **Programme Outcomes – Skills and other Attributes**

The programme provides opportunities for you to develop and demonstrate the following:

### **After 60 credits of PGCert study you will be able to:**

**S1.** Formulate and complete a structured learning programme aligned to the Knowledge and Skills Framework (where applicable) and the UK Faculty of Public Health/Royal Society of Public Health competency standards and others that are appropriate to your professional role or demanded by local professional/academic governance

**S2.** Use initiative in decision making and generate transformative solutions through the synthesis of ideas and information in collaboration with beneficiaries wherever possible.

**S3.** Communicate effectively and emphatically with the public, government, colleagues and other practitioners in complicated, complex and unpredictable situations

**S4.** Use Information and Communications Technology (ICT) innovatively for the acquisition, transmission and the effective presentation of information, learning, training and practice (e.g. telemedicine)

**S8.** Demonstrate awareness of the knowledge and skills used in leadership to influence the direction and development of public health.

### **After 120 credits of PGDip study, you will be able to:**

**S5.** Apply contemporary and innovative approaches towards leading and developing practice

**S6.** Analyse complex, incomplete or contradictory evidence and judge the appropriateness of the enquiry methodologies used including challenging the fallacy of authority.

### **After 180 credits of MPH study, you will be able to:**

**S7.** Carry out research methods of enquiry relevant to the needs of your population of interest within your scope of practice

**S9.** Use critical reflexivity to analyse self (positionality) and your own actions to inform personal and professional development

**S10.** Use problem solving skills, reflection and transformative methods to promote the continuous development of standards within public health practice

**S11.** Plan, design and execute a sustained piece of original, independent, intellectual work that will make a difference appropriate to public health approached from a planetary health direction.

## PROGRAMME FEATURES

### Programme Overview

Key features of this programme are:

Semester one modules focus on the foundations that will facilitate your professional awareness blended with an advanced approach to the fundamentals of adult and self-directed learning that will shape your appreciation of academia's role in advancing your own and your colleagues' practice. The principles of 'planetary health,' a relatively new discipline bringing together community human, animal and environmental health, are then introduced to immerse you into adopting proactive behaviours that promote health locally and contribute to global security evaluated by measuring outcomes against the 17 UN Sustainable Development Goals (SDGs) which address the principles of sustainable development, climate action and disaster risk reduction as defined in the UNDRR Sendai Framework (2015) and previously in the WHO Ottawa Declaration (1986). This semester will conclude with a module that explores advanced planning and development skills that are grounded in transformative learning and leadership which is based on a requirement borne out of learning during the CoViD 19 pandemic and its impact on the UK NHS and wider international senior leaders' decision making and planning abilities in time of crisis. It includes Mezirow's 10 phases of reflection on practice experience that will be developed during the programme to by students to create their own semi-bespoke philosophy, epistemology and methodology which will shape them to be self-directed learners.

The second semester switches the focus to more technical learning with a module that provides a step-by-step guide to field epidemiology using real world scenarios to develop your understanding of the collection, analysis and appreciation of quantitative and qualitative data; whilst demonstrating communicable and non-communicable disease patterns whilst developing an understanding their significance in your community's health. This module draws on your learning in the first semester inviting you to apply the principles to recognised systems which you will cover in greater depth in the health systems development module. This module will also focus on different models that you will find locally and globally providing you with a menu of previous good practice to learn from. By now you will have enough knowledge and practical skills to discuss the universally accepted approaches to preventing and controlling disease, promoting healthy lifestyles through health education and behaviour change. You will become proficient at modifying moral, conceptual and physical human factors through improving population and community health literacy, training and practice. This will consolidate your understanding and application of the principles and concepts learned in Semester 1 adding to the context drawn from your own community and consolidating your ability to effectively and efficiently deliver quality upstream interventions that build effective population health and security.

The Research Methods module will commence in Semester 1, spanning two semesters. We believe that our transformative approach will enhance the tacit skills and knowledge that you already have and blend them with new thinking about how the philosophy that we explore in Module 1 will drive your identification of research problems and questions; as well as guiding you through qualitative epistemology, methodology and methods for data collection at Masters' Level which might be new. The contemporary evidence base, utilising current global research, underpins module content and

resources, and is central in transformative learning and participatory capability development in public health, and is intrinsic to ensuring that the decolonisation agenda is being met. Your final challenge is to draw this material together into a dissertation which will answer a research question or practical public health problem of your choosing discussed with your supervisor during the Research Methods module. Your academic team will facilitate you developing a well-disciplined, academic manner that clearly demonstrates proficiency in adopting the principles learned in this programme and their intelligent application that will continue to drive you along the road to mastery through your chosen career pathway.

Note that these will be achieved in one calendar year by Full Time students. Part Time students will complete the first four modules in year one and the following four modules in year two.

No specialist equipment is required for this programme. All materials are embedded into the Blackboard Module Sites or linked to other online facilities. For example, most of the publications that you will need are available in the e-Library or will be accessible during the course. This ensures that students are able to access their materials at any time of day and from anywhere in the world. The only pre-requisite is having access to reliable wi-fi for at least 2 hours per day to deliver your work online or download material that you can use to work offline.

There are no work placements in this programme although the UK Faculty of Public Health (FPH) Professional Portfolio will be adopted to ensure that learning and assessment is authentic in accordance with the UoC LTA Plan and oriented to the portfolio's CPD requirements for Public Health practitioners across a multitude of professions. The modules are also cross-referenced with the Professional Standards Framework created by the UK Faculty of Public Health in collaboration with the Royal Society of Public Health (RSPH) which although it is London based is internationally recognised and you will be encouraged to join as Members to widen your access to globally recognised validated learning materials.

## Learning and Teaching

### Principles

The University of Cumbria learning and teaching model provides you with a platform that facilitates cutting edge study where you will be at the interface between professional practice training and education. Our approach is enabled by emerging technologies that support you to develop adult and self-directed learning abilities alongside a profound sense of belonging, partnership and place (UoC, 2024). This rhetoric is made reality by our strong application of transformative learning based on Jack Mezirow's 'disruptive pedagogy' (Mezirow et al, 2014). As you progress through your studies, your grasp and use of the transformational learning framework will grow as you are supported, encouraged, and challenged to critically examine your own assumptions, as well as those of others, and to consider alternative viewpoints. This reflective and reflexive process will deepen your knowledge and understanding, ultimately leading to new ways of thinking. This sets the conditions for academic success by guiding your learning experience to assimilate innovative approaches to addressing local, regional and global health problems and making decisions or recommendations for their resolution. All learning and assessment are focused on real world

problems and using validated methods and tools to resolve them which ensures that our learning programme is authentic, meeting practice needs through academia.

### **Teaching**

At Level 7 you typically have around 6 – 12 scheduled learning hours per week when studying Full Time which may consist of:

- 1 hour of synchronous (usually MS Teams) or asynchronous (Blackboard) directed study to develop an academic discourse articulated in your written response to a task where your peers and tutor will critically appraise your work. You may also use this method to clarify problems or issues where you need further direction and guidance.
- 5 hours of guided independent study including online lectures and seminars which are usually accessed when you need them as all materials are pre-prepared including webinars, podcasts or immersive tabletop exercises.
- Additional time may be spent researching and reading in preparation for task and project work.

For Part Time students this may be spread out and will require planning to align and balance your professional, personal and academic commitments. Part Time students typically spend 1 to 2 hours per week on independent study with ad hoc tutorials arranged with the academic staff as required. This is an important element of adult and self-directed learning where you are expected to lead the planning of your own programme.

As a guide, hours of online Lectures per Module is typically:

- 24 hours of scheduled seminars/learning and teaching.
- 176 hours of guided independent study including personal tutoring as required.

### **Personal Tutoring**

As a student on a taught award you will be allocated a named Personal Tutor at the beginning of your programme. You will normally remain with the same Personal Tutor for at least one year or academic level of your programme and, where possible, for the full duration of the programme.

The purpose of the personal tutor role is to support you to reflect on your own progress, strengths and achievements, challenges and opportunities in a way that promotes your academic and professional progress.

At level 7, Personal Tutor contact time is offered as a minimum of 1 hour per year (normally across 2 meetings). It may take place individually or in groups, and you may request individual contact for specific purposes such as reviewing feedback on assessments or following up an action plan agreed through a Student Progress Review. Contact can be by a variety of means such as telephone, face-to-face, e-mail, and Teams-type methods. Wherever possible, the form of contact will be mutually agreed.

The Personal Tutor role will normally encompass:

- academic monitoring and advice, to promote success on the programme
- support for personal development planning and Progress Reviews
- directing you to sources of academic-related and non-academic guidance and personal support
- maintaining contact with you if taking a formal break from study (intercalation), undertaking reassessment without attendance, or through periods of sickness absence.

## [Personal Tutor Policy](#)

### **Independent Learning**

When not attending scheduled learning activities you will be expected to continue learning independently through self-study. This is the mainstay of our teaching methodology where we provide the framework that enables you to develop the abilities of an intelligent, inquiring professional who challenges orthodoxy and the fallacy of authority subscribing to Mezirow's disruptive pedagogy discussed above. Don't worry if these are new concepts to you as we will coach you through using the tools to develop the knowledge and skills that you will need to achieve academic success throughout your public health journey.

### **Digital Capabilities and Augmentation**

Online synchronous and asynchronous learning requires a high acuity of information, computerisation and internet operating ability. Bespoke simulation using '*ThingLink*' and other tools is a popular immersive learning environment that is highly intuitive and will build confidence in digital working as well as creating the conditions where you will be challenged as near to reality as can be simulated. The exercise experiences create disorienting dilemmas or 'wicked problems' that will help you to develop your learning abilities through simple problem solving and decision making through, reflection in practice and finally reflecting on your experience and fusing this with learning and training. We have proven over the last 10 years that all of this can be achieved online. Because our extensive library resources including e-books and publications are accessible from your PC or laptop you can link your practice to theory immediately then return later to analyse and discuss your learning.

Unfortunately, smart phones and tablets may not have the functionality to allow you full access to all of our digital material, but you will be encouraged to use these platforms for data collection including images and recordings of events or even teaching in remote and less than permissive environments to create multimedia products. These platforms also allow you to access micro teaching courses, exercises and links to other learning materials such as those on '*Linked In*,' RSPH as mentioned above and others such as '*Disaster Ready*.'

### **Assessment Modes**

Assessment of asynchronous on-line learning is generally facilitated by producing short academic papers that provide evidence not only for ongoing formative evaluation but also contribute to developing themes and threads for the summative assignment through a module focused capstone project which is selected by the individual supported by the tutor and peers. The summative assignment products will in turn contribute either directly or indirectly to the learner's chosen dissertation. This methodology will be introduced in the first module and rehearsed throughout the programme to develop individual learning from reflection and practical research skills.

Cognisant of authentic assessment and decolonialisation of assessment, planning, implementation, evaluation and learning including research; students will be invited to participate in a variety of assessment modes which may include: presentations for delivery to peers and public in a realistic simulated environment, problems solving exercises such as interpreting epidemiological data and reporting findings, conducting an Integrated Health Assessment based on a real world

scenario and using these products to create health promotion adjuncts appropriate to integrating effective actions and interventions.

### **Teaching Staff**

Your studies will be facilitated by academics experienced in transformative learning who have studied this teaching and learning style at Masters and PhD Levels. The team has a number of multi-professional researchers and practitioners with over 10 to 15 years of experience each continue to develop their own learning, leadership and capability development abilities whilst concurrently delivering a wide range of clinical and non-clinical study modules across our complete Continuing Professional Development (CPD) Programme.

We are augmenting our teaching team by accessing our Directors of Public Health with their wealth of practice experience, knowledge and teaching with wider access to their Consultants, Registrars and Practitioners of all grades and specialties within a number of Councils that we work closely with. It is our ambition to reach out further as the programme develops and matures. We also have access to specialists and researchers in field epidemiology, medical intelligence and health assessment/evaluation from across the professions within and without the University, including a range of academic practitioners in specialist fields such as sexual health, toxicology, community health and wellbeing, disaster response and humanitarian action including humanities such as ethics, the law and advocacy, all of whom ensure a strong research and evidence base underpins programme delivery.

A number of our academics and practitioners have current or recent international experience delivering public health effects in the regions where we recruit our students including: China (North East and South West), SE Asia (Afghanistan, Bangladesh, Pakistan), the Middle East (Iraq, UAE, Kingdom Of Saudi Arabia), the Caucasus (Armenia), Sub Saharan Africa (Ghana, Kenya, Nigeria, Republic of South Africa, Rwanda, the Sahel, Sudan and S Sudan, N Uganda) and Central America (Belize and Guatemala). This ensures that we are able to sustain our commitment to deliver authentic teaching and assessment equitably to our students joining us from outside of the UK by understanding their requirements having been recently immersed in these communities.

## **Assessment**

### **Full Time over 1 Year**

Authentic assessment is integral to shaping your responses to formative tasks as well as to the capstone projects. Indeed, the material generated in the formative responses is essential to feeding into the capstone in order to identify themes and threads that will be explored to generate the summative assessment for each module and the dissertation.

Assessment will employ a variety of formats but could include

- Oral assessment/presentation
- Project work
- Written assignment
- Portfolio
- Set exercise

You will be invited to develop your research question or problem based on a particular aspect of public health that interests you and you are keen to learn more about. This follows completion of the taught modules that provide the platform for formative assessment throughout the programme including the Research Methods module which will familiarise you with qualitative and ethnographic research methodologies which you may not have encountered in your previous studies. The aim of the dissertation is to confirm your understanding and the application of the data that you extract from contemporary evidence and your own data collection and the discourse that leads to synergy of your ideas presenting innovative and novel approaches to community and population problems.

### **Part Time over 2 Years**

Semesters 1 and 2 each consist of three asynchronous online learning modules designed to facilitate you meeting the programme learning objectives through formative assessment leading to a capstone project and summative assignment at the end of each module.

Semester 2 (Extended) presents an asynchronous online Research Methods module with a short summative exercise that leads into the Dissertation Module which is the summative assignment that concludes the programme following your self-directed research based on your choice of public health subject.

### **Feedback**

Formative feedback is continuous, provided by your tutor to facilitate appreciation and acceptance of taught concepts, principles and fundamentals of public health to establish a paradigm shift in your thinking and their delivery in practice. Peer review of your analytical discussion is also encouraged across all modules where variations in thinking may be offered and exploited providing you and your classmates with the opportunity to develop your confidence to challenge orthodoxy, to test your ideas in a safe environment and to learn quickly.

All formative work feeds into the programme research project and dissertation which is supervised and marked by a Subject Matter Expert (SME) and first marked by that SME then internally and externally moderated. Feedback is via *Turnitin/Gradebook* on *Blackboard* as well as face to face and electronically as required in accordance with formal UoC adopted methods.

Formal feedback on the programme content and delivery is provided by regular assessment and evaluation of the modules.

## **Graduate Prospects**

UoC will help you to develop as a transformative learner and practitioner/leader which will equip you to develop your own and team/communities' social, health and care environments.

This programme will also provide you with the principles and core capabilities that you will need to be proficient public health professionals or influencers setting the conditions for mastery in the discipline of planetary health.

We will support you in achieving your professional goals by facilitating you achieving success in your chosen career/vocational pathway via a community of practice/interest hosted by the USU but managed by our staff following completion of the programme.

The FPH Portfolio and FPH/RSPH PSF will support you in applying for further study or Public Health Training in the UK and will strongly support you overseas where UK credentials are accepted. The qualification does not guarantee acceptance on to a Public Health training programme to qualify as a Public Health doctor, specialist or practitioner but it will demonstrate commitment, competence and proficiency with a desire to continually develop your mastery of the principles that contribute to the public's health and developing healthy public policy.

Further opportunities could include eventual progression to Director of Public Health, roles in Research and Epidemiology or advancement within current area of employment.

## MODULES

### Full Time Programme (1 Calendar Year)

Year 1			
Code	Title	Credits	Status
HMPH7000	Foundations for Academic and Professional Success in Public Health	20	Compulsory
HMPH7001	Understanding and Applying the Principles of Planetary Health in Your Community	20	Compulsory
HCPD7217	Planning Remote Environmental and Community Health for Disaster Response	20	Compulsory
HMPH7002	Field Epidemiology	20	Compulsory
HMPH7003	Developing and Operating Intelligent Health Systems	20	Compulsory
HMPH7004	Integrating Effective Actions and Interventions to Meet Community Health Requirements	20	Compulsory
HCPD7219	Research Methods	20	Compulsory
HCPD7221	Dissertation	40	Compulsory

**Students exiting at this point with 180 credits would receive a Master of Public Health**

### Part Time Programme (2 Calendar Years)

Year 1			
Code	Title	Credits	Status
HMPH7000	Foundations for Academic and Professional Success in Public Health	20	Compulsory
HMPH7001	Understanding and Applying the Principles of Planetary Health in Your Community	20	Compulsory
HCPD7217	Planning Remote Environmental and Community Health for Disaster Response	20	Compulsory

**Students exiting at this point with 60 credits would receive a PGCert Public Health**

HMPH7002	Field Epidemiology	20	Compulsory
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Year 2			
Code	Title	Credits	Status
HMPH7003	Developing and Operating Intelligent Health Systems	20	Compulsory
HMPH7004	Integrating Effective Actions and Interventions to Meet Community Health Requirements	20	Compulsory

**Students exiting at this point with 120 credits would receive a PGDip Public Health**

HCPD7219	Research Methods	20	Compulsory
HCPD7221	Dissertation	40	Compulsory

**Students exiting at this point with 180 credits would receive a Master of Public Health**

### Additional Module Information

Compensation is not possible for 60 credit awards – PGCert Public Health.

### Key to Module Statuses

Compulsory modules All modules are compulsory and must be taken and passed to achieve your selected award. It is not possible for modules to be compensated as a marginal fail if you are registered on the 60 credit award of PGCert Public Health as this is out with the limits set out in the Academic Regulations.

### Timetables

Timetables are normally available before the start of the academic year. Please note that while we make every effort to ensure timetables are as student friendly as possible, scheduled learning can take place on any day of the week.

Our Timetabling team work hard to ensure that timetables are available to students as far in advance as possible, however there may be occasional exceptions such as in the case of teaching which falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes which include teaching sessions in August may not be published until closer to the August delivery.

## ADDITIONAL INFORMATION

### Student Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Advice Service](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)
- <https://my.cumbria.ac.uk/Student-Life/Support/International-Students/>

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at [www.ucsu.me](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

To support feedback, Student Academic Representatives are elected from within your programme to represent your views. They work closely with the Programme Leader and other members of academic staff both formally, via twice yearly Staff Student Forum meetings, and informally, and you will be provided with an opportunity to volunteer as a representative at the start of your programme. Other mechanisms for gathering and responding to your feedback are facilitated via the Blackboard virtual learning environment, a mid-module survey powered by Evasys, and via module and programme discussion boards.

### Course Costs

#### Tuition Fees

Course fees can be found here: <https://www.cumbria.ac.uk/study/courses/postgraduate/mph-master-of-public-health/>

The following course-related costs are included in the fees:

- e-books
- Full access to the online library
- Access to global higher education institutions' library accounts.
- Bespoke module learning materials and intranet electronic systems.
- Unique student e-mail account and access to software.

### **Additional Costs**

The following course-related costs are not included in the fees:

- Books and Journals: You will be able to access essential reading materials in hard or electronic copy, via the University's library or the module reading list; however, you may wish to buy copies of any texts used to support your learning on your course. This may cost between £50 - £100 per year.
- Stationery: You should budget for stationery and consumables for your own personal use. This should include notebooks, pens and pencils for taking notes in class and/or in the field, as well as budgeting for the purchase of USB pen drives and other peripherals such as a printer if you need one.
- Printing: You should also budget for any occasional printing and photocopying costs incurred in the preparation or submission of coursework. Whilst you will choose how much you need; there is an estimated cost of 10p per sheet. An A0 sized Poster is about £30 if printed on campus although we would normally encourage e-posters to be produced.

### **Exceptions to the Academic Regulations**

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following exception:

- RPL is prohibited for this programme.

### **External and Internal Benchmarks**

Quality Assurance Agency (QAA) Subject Benchmark Statement: Social Policy (2019). Available at: [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-policy.pdf?sfvrsn=64e2cb81\\_4](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-policy.pdf?sfvrsn=64e2cb81_4)

QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (now including Scotland). Available at:

<https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks>

Other external reference points include:

Employer or sector commissioned reports and strategies:

- UK Faculty of Public Health and RSPH Public Health Skills and Knowledge Framework (2019), Available at: <https://www.gov.uk/government/publications/public-health-skills-and-knowledge-framework-phskf/public-health-skills-and-knowledge-framework-august-2019-update>
- UK FPH Trainee Portfolio. Available at: <https://www.hee.nhs.uk/our-work/doctors-training/flexible-portfolio-training>
- UK NMC (2015), NMC Standards of Proficiency for Specialist Community Public Health Nurses. Nursing Midwifery Council, London.
- Planetary Health Education Framework. Available at: <https://planetaryhealthalliance.org/wp-content/uploads/2025/02/The-Planetary-Health-Education-Framework.pdf>

Other internal reference points:

- UoC Learning, Teaching and Assessment Plan.
- UoC Academic Regulations and Academic Procedures and Processes.

## Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:

<https://www.cumbria.ac.uk/study/courses/postgraduate/mpg-master-of-public-health/>

**Date of Programme**

6 November 2025

**Specification Production**

**Date Programme**

25 March 2026

**Specification was last updated**