Course Title | FdSc Public Health
Awarding Bodies | University of Suffolk
Level of Award | FHEQ Level 5
Professional, Statutory and Regulatory Bodies Recognition | None
Credit Structure | 240 Credits
Level 4: 120 Credits
Level 5: 120 Credits
Mode of Attendance | Full-time and Part-time
Standard Length of Course | 2 years full-time
Intended Award | FdSc Public Health
Named Exit Awards | CertHE Public Health
Entry Requirements | Typical Offer: 80 UCAS tariff points (or equivalent)
For those students with A levels, at least one ‘A2’ level should be in a science subject, at grade D or above (or equivalent). Note Nutrition, Sports Science, and Health and Social Care count as science A-levels for the purpose of this programme. Students with a BTEC National Diploma in a relevant subject (e.g. BTEC ND Health) require merit-merit profile.
Delivering Institution | University of Suffolk
UCAS Code | L43C

This definitive record sets out the essential features and characteristics of the FdSc Public Health course. The information provided is accurate for students entering level 4 in the 2017/18 academic year.

Course Summary
Public health refers to the science and art of promoting and protecting health and well-being, preventing ill-health and prolonging life through the organised efforts of society. The aim of this academic BSc honours degree programme is to develop graduates with a strong understanding of the principles of public health who are able to apply that knowledge in practice. The programme arose out of increased national and international interest in upstream, population-based preventative healthcare, crystallised in recent legislative changes to healthcare provision.

1 For an explanation of the levels of higher education study, see the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014).
2 All academic credit awarded as a result of study at the University adheres to the Higher education credit framework for England.
3 Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the Framework and Regulations for Undergraduate Awards.
4 Details of standard entry requirements can be found in the Admissions Policy.
5 The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the Admissions Policy.
Public health is at the forefront of tackling the broad range of factors that influence health and lead to health inequalities. This public health programme is designed for people interested in the possibilities of public health initiatives, both within the UK and globally, to help improve people's health through social change, empowerment and improved quality health care.

The Faculty of Public Health (FPH) is the standard setting body for specialists in public health in the United Kingdom. The FPH is a joint faculty of the three Royal Colleges of Physicians of the United Kingdom (London, Edinburgh and Glasgow).

- The FPH identifies three domains of public health practice:
  - Health protection
  - Health improvement
  - Service quality

These domains are further supported by nine key competency areas that may be addressed through training and education:

**Key Area 1:** Surveillance and assessment of the population's health and wellbeing

**Key Area 2:** Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services

**Key Area 3:** Policy and strategy development and implementation

**Key Area 4:** Strategic leadership and collaborative working for health

**Key Area 5:** Health Improvement

**Key Area 6:** Health Protection

**Key Area 7:** Health and Social Service Quality

**Key Area 8:** Public Health Intelligence

**Key Area 9:** Academic Public Health

Although the FPH do not currently validate any Foundation Degree, this programme would seek to structure itself around the competencies laid out by the FPH as an exemplar of good practice. By doing so, successful graduates will have acquired a thorough knowledge across the broad public health arena and be well placed to secure employment across a wide range of roles. Additionally, graduates would be extremely well placed for further study, in particular for topping-up to the BSc (Hons) Degree in Public Health.

This body of knowledge will be underpinned by an understanding of valid epidemiological evidence that can be applied to health promotion stratagem in specialist areas. In addition the significance of, and relationship between, global institutions such as the World Health Organisation and international policies, such as the Ottawa Charter, to local, national and international approaches to public health will be assessed. Students will engage with and apply scientific evidence to the promotion of specific health concerns such as healthy eating and sexual health. They will discuss the significance of global policies to international, national and local policies and strategies.

An integrated curriculum design has been developed, structured around three main strands.
1. **Academic core subject areas**, which introduce, develop and consolidate key themes across the programme: Pathophysiology, epidemiology, health promotion, health and social psychology, health economics and policy. These areas are represented in the mandatory modules that form the academic core of the Foundation Degree scheme. Academic integrity, fundamental to student employability, has been developed and based on QAA subject benchmarks drawn from health studies, social policy and administration, medicine, sociology and psychology.

2. **Work based core modules** which offer students the opportunity to gain direct experience in the workplace in which they can develop personal and professional skills and specifically apply their academic knowledge to real public health issues that are currently being addressed in their workplace area.

3. **Academic, personal, professional and scholarly skills**, integrated throughout the curriculum with a focus on case study learning. These are particularly highlighted at each level in two mandatory modules bringing together the strands of the Foundation Degree scheme. At level 4 the students take personal and professional development and at level 5 they take research methods.

This Foundation Degree aims to meet the need for graduates knowledgeable and skilled in the theory and practice of public health, equipping students with appropriate skills and knowledge that are in demand within the workplace. The overarching principle is that understanding the diverse nature of health and its importance in protecting and promoting the health of individuals and society is both intrinsically valuable and vital to the wellbeing of society. Generating graduates equipped in this way is considered to be a collaborative process between the School of Science, Technology and Health, the workplace and the students. This process is regarded as a creative partnership which acknowledges the importance of developing students’ knowledge base and personal experiences of health, and facilitating their desire to pro-actively apply and utilize them in their own lives, in the workplace and within society as a whole.

Understanding the multifactorial but holistic nature of public health involves challenging, analysing and utilising existing theories and knowledge; reflecting and evaluating people’s personal and practical experiences; critically assessing and considering the value and importance of research in developing and investigating the nature of health and wellbeing in society; and looking at the application of knowledge, evidence bases and a variety of public health skills to effect change in society. Health is understood to have diverse and various meanings; to be directly relevant and applicable to the individual, to be part of the individual’s own society and culture as part of a wider global community. We consider wellbeing to be where an individual is empowered and able to support their own personal and professional development, contributing towards society in a creative and constructive way.

Underpinning these approaches, is the belief that theory, research and practical experience of public health are inter-related and interface with one another. Thus knowledge and understanding of health can be developed in a meaningful and constructive way, enabling individuals to directly apply it to specific areas of need. Thus, the Foundation Degree programme will raise awareness of the individual’s responsibility towards developing their knowledge base and personal experience of health and wellbeing through the academic integrity of the curriculum. It promotes the student’s personal development in gaining key transferable graduate skills, and provides them with the option to experience learning in
industry thereby gaining management and leadership skills, which they can extend and apply as responsible and proactive members of society and highly employable practitioners.

Course Aims

- To enable the student to gain a comprehensive understanding of the diverse and multi-disciplinary nature of public health as shaped by individual human experience, theoretical constructs and informed by epidemiological, social, cultural and global factors

- To enable the student to develop a critical understanding of the principles of human pathophysiology, health and social policy, health promotion and health economics and apply them to specific health needs of individuals and groups

- To facilitate the student to develop a reflective, critical ability and to recognise and evaluate the relationship between individual human experience, theoretical constructs and evidenced based knowledge

- To offer students the opportunity to apply and evaluate knowledge in relation to the practice of public health in the workplace and to formulate management and leadership strategies to effect change; and to enable them to reflect on and demonstrate their comprehensive knowledge and practical ability in each of the key graduate skills at levels 4 and 5

- To enable the development of scholarly and research skills, including sourcing materials and analysis of the significance of research findings, and the ability to seek out, use and evaluate quantitative and qualitative methodologies

Course Learning Outcomes

The following statements define what students graduating from the BSc (Hons) Public Health course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 4/5 awards as set out by the UK Quality Assurance Agency (QAA).

Knowledge and Understanding

1. Identify, apply and develop the knowledge and skill base introduced at level 4 as you integrate in the specialist subject areas at level 5

2. Apply and evaluate case study and empirical research material to areas of health policy and economics

Mental or cognitive skills

3. Devise a suitable research question and choose appropriate methods to investigate it

4. Combine academic knowledge and practical experience for problem solving

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6 As set out in the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
Subject Specific and Practical Skills

5. Identify, assess and evaluate the development of public health and welfare and the key concepts and theories underpinning health and social policy

6. Appropriately manage professional relationships in order to complete work tasks to a high standard and in a timely manner

Key Skills

7. Learn independently and develop skills for life-long learning and self-directed study and to contribute and collaborate with others in learning groups

8. Demonstrate the ability to draw on research and research methodologies, including epidemiology, to locate, review and evaluate research findings relevant to public health

9. Communicate effectively in a clear and articulate manner through verbal and written means using appropriate academic conventions and the ability to present ideas and arguments verbally in formal presentations and seminars, and informal discussions in a variety of environments

Course Design
The design and delivery of this course is guided by the following QAA Benchmarks:

- Health Studies (2008)
- Social Policy and Administration (2016)
- Medicine (2002)
- Sociology (2007)
- Psychology (2010)

Course Structure
The FdSc Public Health comprises modules at levels 4 and 5.

Module Specifications for each of these modules are included within the course handbook, available to students on-line at the beginning of each academic year.

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Module Type</th>
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<tbody>
<tr>
<td>Level 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>Human Physiology</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>Human Physiological Measurements</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>Principles of Health Promotion</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>Personal and Professional Development through work based learning</td>
<td>40</td>
<td>M</td>
</tr>
</tbody>
</table>

Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the Framework and Regulations for Undergraduate Awards.
University of Suffolk

DEFINITIVE COURSE RECORD

<table>
<thead>
<tr>
<th>Level 5</th>
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<tbody>
<tr>
<td>Research Methods</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>Research Statistics</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>Health Policy</td>
<td>20</td>
<td>M</td>
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<tr>
<td>Health Economics</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>Learning from Practice</td>
<td>40</td>
<td>M</td>
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**Awards**

On successful completion of the course, students will be awarded a FdSc Public Health. Students who leave the course early may be eligible for a CertHE Public Health on successful completion of 120 credits including all mandatory modules at level 4.

**Course Delivery**

The course is delivered at Ipswich. Students studying full-time on the FdSc Public Health are likely to have approximately 8 contact hours per week at level 4 and 8 contact hours per week at level 5. There is a longitudinal module in each year. The personal and professional development module (year 1) and Learning from practice module (year 2). These modules entail 400 total student hours, 192 hours work-based experience, 200 hours self-directed study and 8 hours taught contact over 24 weeks. Overall on the programme, contact hours will be a mix of lectures, seminars and workshop activities. Students will normally be expected to undertake a minimum of 14 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

**Course Assessment**

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module’s intended learning outcomes. Assessment on the course overall will be approximately 70% coursework and 30% written and practical examinations.

**Course Team**

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

**Course Costs**

Students undertaking FdSc Public Health will be charged tuition fees as detailed below.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Tuition Fees</th>
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</thead>
<tbody>
<tr>
<td>Full-time UK/EU</td>
<td>£8,220 per year</td>
</tr>
<tr>
<td>Part-time UK/EU</td>
<td>£1,370 per 20 credit module</td>
</tr>
<tr>
<td>Full-time International</td>
<td>£14,580 per year</td>
</tr>
<tr>
<td>Part-time International</td>
<td>£2,430 per 20 credit module</td>
</tr>
</tbody>
</table>

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

**Academic Framework and Regulations**

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).