

## Course Information Sheet

# BSc (Hons) Public Health

**Mode and course length** – Full-Time (4 years)

**Location** – ARU Cambridge Campus

**Awarding Body** – Anglia Ruskin University. As a registered Higher Education provider Anglia Ruskin University is regulated by the Office for Students.

## Overview

Location of study:

Level 3 – ARU Cambridge Campus

Level 4-6 – ARU Chelmsford Campus

If you are passionate about helping to promote and protect the health of UK and International populations, then this BSc Public Health degree could be the one for you.

You'll also have many unique opportunities to develop practical and professional skills and to engage with employers. Many invaluable experiences in a variety of workplace settings, and a placement module, are also embedded into the course.

When you graduate you'll be equipped to use evidence to help plan and implement health solutions for individuals and communities and to develop effective health policies. You'll also be aware of important issues like health inequalities and social justice, be familiar with useful health needs assessment and data analysis tools, and have developed effective communication skills.

Public health covers three key areas:

**Health Improvement:** Involves work to improve the health and wellbeing of individuals and communities by promoting health lifestyle changes e.g. helping people to quit smoking, improving their living conditions, or promoting healthy eating, but also tackling underlying issues like poverty and reduced access to healthcare.

**Health Protection:** Involves ensuring the safety and quality of the environment, food and water, preventing the spread of communicable disease, and managing outbreaks e.g. pandemic flu, or addressing the health effects of climate change in the UK or abroad.

**Healthcare:** Helping to ensure that health and care services are fit-for-purpose and accessible by all sectors of the population.

Health inequality means that we don't all start with the same chance in life. The need to recognise public health needs has never been so important.

The diverse nature of public health means that no day is the same. From interviewing students about drug and alcohol addiction or creating a campaign about exercise and nutrition in a poor area of the UK to writing a report to inform a government about a rare disease in a developing country.

You'll gain the practical skills needed in real situations, from taking part in simulated scenarios and community based research to creating reports, presentations and demonstrations to present to panels and judges. We'll support you to develop confidence and effectiveness needed when working in collaborative groups.

Back in the classroom you'll gain research and analytical skills to be able to interpret data and understand how to create solutions and reports from these.

From developing technologies and health trends to your social media presence and campaigning, we monitor and change with the landscape, so your degree is always relevant.

We've worked with public health stakeholders, including Public Health England, the UK Public Health Register (UKPHR) and Health Education England to create our course, and our teaching staff are part of international networks which inform everything we do.

## Course Delivery

Our courses are delivered through teaching and learning methods which provide students with the widest possible exposure to a modern and innovative higher education experience.

These methods vary and could include attendance at lectures and seminars, undertaking laboratory exercises or work-based activities, practical work, performances, presentations, field trips, other relevant visits and e-learning through Canvas, our online learning management system.

Each course is divided into a number of 'modules' which focus on particular areas, each of which has a specific approach to its delivery. This information is published to students for each module they take via the Module Definition Form (MDF) and Canvas.

## Assessment

To ensure you're gaining relevant real life skills we'll assess you through modern techniques, such as simulated scenarios and role plays, case studies based on field trips, multi-media projects and even a Dragon's Den style panel. You'll also be assessed by more traditional methods, including reports, essays, group work and portfolio work.

## Fees

Information about your course fee including any annual fee increases or deposits (if required) can be found in your offer letter.

## Modules

### Core Modules

#### **Year 1: Foundation in Optometry, Medical and Life Sciences**

This module will provide students with the necessary skills to begin studying at level 4 in courses related to Optometry, Medical Science and Life Sciences.

Students will be introduced to the core skills necessary to succeed in higher education, including thinking critically, researching and referencing appropriately, demonstrating appropriate numeracy and ICT skills, and communicating effectively verbally and in writing.

In addition to these fundamental study skills, Students will be given an introduction to the various scientific disciplines underpinning the life sciences. Fundamental mathematical skills will be covered in order to support students' other subjects and give them confidence in manipulating data.

Students will be introduced to molecular and cellular biology, and how these fields are applied to real-world investigations. Students will also study the biology of micro and macro organisms, with reference to both human and animal structures.

Students will be introduced to the core concepts of chemistry, with a particular focus on organic chemistry, and will also be given a grounding in the core principles of physics, applied to living organisms.

The module is made up of the following 8 constituent elements:

- Interactive Learning Skills and Communication (ILSC)
- Information Communication Technology (ICT)
- Critical Thinking
- Maths for Scientists
- Cellular Biology

- Biology – Physiology
- Chemistry
- Physics for Life Sciences

## **Year 2: Introduction to Public Health**

This module introduces the fundamental concepts of public health and provides an overview of public health and how it aligns to the medical and social sciences. Through team-based learning, students discover the scope of public health and the data that we need to examine by focussing on a particular community and understanding how different factors (such as access to health and culture) might affect health for people living in that place.

Students will look at a range of sources to understand a community in more depth. In addition to reading documents and interpreting statistics, students will also experience communities by participating in a guided community walk. On this walk, students will observe health-related features, such as the number of fast-food outlets / access to healthy food, access to green spaces and environmental contextual factors e.g. lighting and housing provision. The visit will also enable conversations (pre-arranged by module tutors) with key members of the community, such as a district nurse or community leaders such as local councillors and religious leaders.

Students will start to produce and manage data by using different software programmes (such as NVivo).

## **Year 2: Professional Skills for Public Health 1: The Foundation**

Students taking this module learn more about range of career options in public health through an exploration of the practical and academic roles in both local and international contexts.

The course team introduce the fundamental skills for public health practitioners (including negotiating, presenting and supporting oral arguments, using images and graphs to present data, engaging with an audience and reflecting), and allow students to identify individual strengths and weaknesses. Sessions will also be provided specifically to improve their academic and professional writing (and in different public health contexts) and to improve their familiarity with different software programmes.

The core feature of this module is to encourage students to think about how they will use the BSc course and the opportunities within the university to develop as a public health professional. Using frameworks from the UK Public Health Register (UKPHR) and the UK Public Health Skills and Knowledge Framework (UKPSKF), students will start to bring together a portfolio, for future use in registration or interview contexts. With input from business and recruitment specialists, students will also engage with newer technologies such as social media and understand the importance of having an appropriate online presence.

## **Year 2: Introduction to Population Health**

In Population Health, students will consider how diseases affect different populations around the world. In addition to expanding knowledge of the social determinants of health from earlier modules in the course, this module will add further information on how to use epidemiological information to assess the health of a population and go into further depth in using analytical methodologies.

This module introduces the student to the way trends and diseases are measured and reported and how this allows the health of the public to be monitored. Students will observe the way in which this information is used by local, national and international governments whilst highlighting some of the limitations and challenges of using numeric data to describe outputs for real people and societies.

The module will cover basic epidemiological concepts and research methods as well as introducing students to examples of how 'big data' is being used by governments and organisations.

To consolidate learning, weekly quizzes will be administered online for students to practice their exam-taking skills (formative assessment). Discussion of practice case studies will also be facilitated using a team-based learning approach with in-class peer assessment of background preparatory work.

## **Year 2: Promoting Health and Wellbeing**

The emphasis in this module is to develop students' skills and knowledge to implement health promotion strategies within public

health settings. Students will also learn about how diseases start and progress in the body (aetiology), and develop a critical understanding of historical and contemporary perspectives on programmes and interventions aimed at enhancing health and wellbeing.

Students will investigate the ways policy and other socio-economic determinants shape health and wellbeing across different populations. The module will explore the influence of lifestyle factors such as exercise, alcohol and smoking on health outcomes in different population groups. Biological systems will be covered to provide understanding of the physiological effects of diseases as well as the public health efforts aimed at prevention.

### **Year 3: Global Health and Sustainability**

Public health practitioners need to be acutely aware of the issues surrounding sustainability as these impact on all aspects and outcomes of health. At the foundation of the module are the Sustainable Development Goals, which were adopted to replace the Millennium Development Goals. These now form the basis of International Public Health Practice,

This module will give an introduction to the concepts of sustainability and resilience which are assessed formatively and summatively, in part, using examination formats. Using the SDGs students will explore the interrelationship of sustainability and public health globally. As these issues are complex and many aspects are intertwined, students will be encouraged to form their own opinions and reflect upon the complexity of these issues in all of their debates, negotiations and formal written work.

In this module, students will may also have the opportunity to participate in a simulated scenario where they witness some of the challenges of practical public health. These scenarios may include an emerging outbreak of disease, or managing an epidemic.

### **Year 3: Professional Skills 2: Research and Evidence**

The second of the professional skills 'strand' has a strong focus on research skills. This module will expand on the introductions to key concepts by allowing students to explore how data collection occurs research. Having first-hand experience of designing questions for quantitative and qualitative data will allow students to have a greater understanding of the challenges of primary research, and also help with their critical thinking and review of secondary sources. For those interested in working in international public health contexts, monitoring and evaluation are key skills and requirements of agencies; the skills developed here link closely to employment opportunities in the Non-Governmental Organisations (NGO) sector.

The module is delivered through practical workplace visits and class-based theoretical exploration of public health practice including guest speakers. Students on the module are therefore exposed to different working practices in diverse public health settings.

Practical workshop and seminar activities will further help to amplify students' understanding of professional public health practice and the place of research evidence in public health interventions and programmes.

### **Year 3: Health Communication**

This module will introduce students to behavioural science and the world of health communications. Using latest examples of campaigns from the UK and internationally, students will learn about theories used in behaviour change and in health communication. Through the course, students will examine and evaluate different channels of health communication (such as web-based communication, tailored communication, games and apps and more traditional forms like posters, video and radio slots), analyse existing specific health promotion campaigns and will produce a proposal for a real campaign.

In addition to this, this module will have a practical element where students will be introduced to one counselling technique (CBT, DBT, motivational interviewing or solution-focused brief therapy) to develop their own communication skills. The workshops to develop these skills will culminate in each student having a simulated patient encounter where they will use their counselling skills to help the 'patient' or client consider changes around smoking, eating, physical activity or drinking behaviour. These practice scenarios will provide forums for formative feedback for students.

### **Year 3: Health Systems 1: Epidemiology and Health Economics**

This module intends to provide the student with insight into different healthcare systems. Through the early part of the course, students will produce a series of questions that will then be applied to different global locations to investigate how public health is funded, and some of the challenges faced in different parts of the world. Through this virtual journey, students will learn about different types of data used in public health practice with some practical examples of how this is done effectively to make healthcare decisions.

Students will learn how to identify relevant and valid sources of data. Students in this module will learn about the basic concepts of analysing the data, identifying the trends and reviewing the demographic changes that represent population health status. A fundamental understanding of the application of epidemiology in public health will be offered through exploring the theories, learning the practical skills and case study exercises.

Students will be put through a challenging discussion to examine emerging public health issues and the contributors to the health system review of the selected health systems via a consistent approach to the country's key indicators (e.g. geography, government, and economy, the country's healthcare system facilities, workforce, technology, cost, quality, and access).

Students will be formatively assessed by utilising an electronic workbook of relevant questions, on a regular basis, that will cover the content from classes, providing feedback on knowledge and understanding of the subject content and its application.

#### **Year 4: Projects to Enhance Health**

This final year BSc module will build on the skills and theories from the first two years of study and put them into practice. Firstly, students will identify a community or population and demonstrate (with the use of appropriate evidence) what the needs of the community may be. For example, students might decide to focus on the student population at Anglia Ruskin University, and have an in-depth examination of a pressing health issue for students (perhaps exam stress).

To help show understanding of the interplay of social, psychological, environmental, policy and ethical issues that operate in each population, you will develop and submit a presentation outlining your proposed project including a rationale, methods, potential ethical issues, implications for research and/or practice and funds required as the mid-point of your assessment. In addition to the final assessment for the module, where you will write a proposal, you may also include this work in your preparation for future registration with the UKPHR.

#### **Year 4: Health Systems 2: Driving Change in Population Health**

This module builds on three modules; Health Systems 1, Global Health and Sustainability and Population Health to provide students with an understanding on how sustainable population health policy is made. It offers students the opportunity to explore examples of public health problems within the community and how to drive change toward a long term improvement.

Students will examine further how public health is financed, and how this informs decision making for public health.. Concepts investigated will include, the Global Public *Health Finance* system (who pays what to whom, structure of resource allocation system and internal market); Rationing function (how spending decisions are made, local/national/international health priorities and targets and how funding is allocated between these priorities in practice).

Each student will be introduced to how the strategic commissioning approach promotes sustainable health improvements at a population level. Public health stakeholder roles for implementing changes at population level are explored and case studies will identify the level of influences each may have on community health outcomes. YouStudents will be coached in a community-based project within a ward (as practice) on the opportunities / challenges to good health (e.g. availability of fruit & vegetables at local shop, environmental health and poverty). Then youStudents will then be required to propose a written strategy which aims to positively impact upon the community from a PHpublic health perspective.

Students will review and critique a health needs assessment that has been carried out in a location chosen by each individual student in consultation with module tutors (LO2-5)

Students will hone epidemiological data analysis skills by completing a review of a community using real data and utilising appropriate software (named qualitative or quantitative software, including relevant outputs). A critique of health needs assessment will then be developed to include discussion of the strategic way forward to address challenges..

#### **Year 4: Community Experience**

Students undertake a placement that aims to advance and contextualise public health students' knowledge of the social, cultural, historical, ethical, political and economic issues that influence the health and wellbeing of people receiving public health interventions in various settings. Community-based placements use a partnership framework to facilitate learning through collaboration with placement facilitators. For each placement area, a set of guidelines are followed that could enhance partnerships and collaborative practice for the benefit of students within complex and changing public health services. The length of placement is not strictly specified but could involve one day a week over several weeks as agreed with the placement facility

and the ARU supervisor.

The placement could be in a variety of settings e.g. shadowing a public health practitioner/consultant PH intelligence unit, research departments, educational, government, charity, smoking cessation scheme, children and families support work, social enterprises, local authority public health (housing, education, environmental health), sexual health counsellors, drug and alcohol practitioners.

#### **Year 4: Professional Skills for Public Health 3: The Responsive Practitioner**

This module is designed to allow students to reflect on the knowledge and skills they have acquired during the BSc in Public health. Students will also consider the main aspects outlined in the Public Health Skills and Knowledge Framework (PHSKF) such as holistic and evidence based practice, leadership and collaborative/joint working and bring these together in a portfolio.

Critically reflecting on their development in the three values of UKPHR Practitioner status; knowledge, understanding and application, students will prepare part of their portfolio, and consider case studies from their own experience. Employment specialists will run workshops to help students to start to look for public health related jobs and devise appropriate applications.

Lectures help to consolidate the skills gained through the course, and students develop further their ability to present themselves and their experiences to a wide audience. Students will be able to develop particular areas of skills such as computer programming, research, or design elements. Experts will be available to advise on particular career pathways, such as the consultant public health training scheme.