Postgraduate Certificate, Diploma and Master of **Public Health**

Programme Specification

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THE UNIVERSITY OF WARWICK

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1. General Information

This University of Warwick Masters in Public Health aims to equip students with the necessary knowledge, skills, and competencies to address the complex public health challenges of the 21st century. The curriculum and content of the programme is overseen by a Course Management Group comprising stakeholders from University of Warwick, partner organisation iheed and independent experts in public health.

Accreditation for the programme is provided by the University of Warwick

Warwick Course Director	Professor Bronwyn Harris
Iheed Programme Lead	Dr Kunal Patel

Course Management Group

The Course Management Group is responsible for the academic oversight of the programme. This function is essential to guide the development of the Programme, ensuring that the latest treatment strategies and innovative research are included in the curriculum. The Course Management Group is also responsible for quality assurance of education processes for delivery. A Board of Examiners oversees assessment of learners.

1.1 Rationale for the Programme

Many countries are experiencing rapidly changing socio-economic landscapes, increasing urbanisation, and shifting disease patterns, underscoring the urgent need to develop a healthcare workforce possessing a comprehensive understanding of public health principles and the capacity to effectively implement them in professional practice. This programme aims to educate public health professionals who are capable of navigating the dynamic landscape of global health issues and to implement effective, evidence-based strategies and to promote health and well-being in diverse populations.

The increasing prevalence of non-communicable diseases such as diabetes, cardiovascular diseases, and mental health disorders necessitates a shift in focus from curative care to preventive measures. Public health education equips healthcare professionals with the knowledge and skills to identify risk factors, design and implement effective health promotion strategies, and advocate for policy changes to address these growing concerns.

Infectious diseases, such as dengue and the recent COVID-19 pandemic, highlight the importance of public health competence in managing disease outbreaks and implementing measures to prevent their spread. Healthcare professionals with a strong foundation in public health are better prepared to respond to such challenges, ensuring the safety and well-being of their populations.

The programme's curriculum has been carefully designed to cover a wide range of topics relevant to public health practice, including epidemiology, population-health, health promotion, health protection, health services management, and research methods. This ensures that graduates are well-prepared to tackle various public health issues in a range of settings, from local communities to international organisations. The emphasis on health promotion is particularly important, given the growing prevalence of non-communicable diseases and the need for innovative, preventive approaches to address these challenges.

Our health systems require healthcare professionals who can approach public health issues with cultural sensitivity and an understanding of the specific needs of different communities. Public health

education fosters this awareness, enabling healthcare professionals to develop targeted interventions that address health disparities and promote health equity.

1.2 Pre-Programme Research

The curriculum was informed by extensive pre-programme research in public health, which helped identify the key areas of focus and the competencies needed by public health professionals. Interviews were held with Key Opinion Leaders in Europe, Middle East and South Asia and the research outputs can be summarised as:

1. Current and emerging public health challenges: The research identified the most pressing public health issues, such as non-communicable diseases, infectious diseases, mental health, and climate / environmental health concerns.

2. Core public health competencies: The research highlighted the essential competencies that public health professionals should possess, including epidemiology, health promotion, health protection, health services management, and research methods. These competencies were integrated into the curriculum to ensure graduates are well-prepared for their roles in the public health workforce.

3. Cultural and contextual relevance: The research emphasised the importance of tailoring public health education to the specific needs and priorities of different populations. This led to the involvement of local and international experts in curriculum development and programme delivery, ensuring the programme is culturally and contextually relevant to each of our learner populations.

4. Health promotion and prevention: The research underscored the importance of health promotion and prevention strategies in addressing public health challenges.

5. Interdisciplinary collaboration: The research highlighted the need for collaboration between various clinical and non-clinical professionals in addressing public health issues. This was incorporated into the curriculum through the promotion of interdisciplinary learning and collaboration among students and faculty from diverse backgrounds.

6. Practical skills development: The research focussed on the importance of developing practical skills and competencies that can be directly applied in the field. This is in keeping with our ethos of creating experiential learning opportunities, such as case studies, simulations, and projects, which enable students to apply their knowledge in real-world settings.

7. Focus on health equity: The research identified health disparities and the need for health equity as a crucial aspect of public health practice.

2. Minimum intended programme learning outcomes (MIPLOs)

The University of Warwick / iheed Master of Public Health is a comprehensive programme that equips learners with the knowledge and skills needed to excel in the continually-evolving field of public health. The programme is specifically designed for healthcare professionals, including doctors, nurses, health service managers, and other professionals who are interested in enhancing their understanding of public health principles and implementing effective, evidence-based strategies to promote health and well-being in diverse populations.

Graduates will possess a thorough understanding of the methods and principles of public health, as well as the ability to apply epidemiological and statistical principles in their professional work. They will be equipped to critically assess public health interventions, propose solutions to global health issues, and employ key economic concepts to support health policy and health promotion. Furthermore, graduates will have the skills to critically evaluate and synthesize research evidence, demonstrating self-direction and originality in their professional practice.

The acquired knowledge and skills, as expressed in the MIPLOs, are applicable in different geographical settings, and the core non-domain skills such as communication skills and social and cultural understanding, as well as the overarching principles of public health, ensures the learning is transferable to different contexts.

Learners will take part in a supportive and developmental environment and will have access to a high level of subject matter expertise across all the learning material. The programme is also enhanced by the interprofessional peer-to-peer learning of the variety of learners across international locations and different clinical experiences.

2.1 MIPLOs

Through successful completion of these modules, learners will attain the following learning outcomes:

1. Demonstrate a comprehensive knowledge and critical understanding of methods of practice of public health, including disease prevention, health protection, communicable disease control and screening.
2. Demonstrate how epidemiological and statistical principles can be applied to health promotion.
3. Demonstrate a critical understanding of sociological determinants of health and illness.
4. Demonstrate a comprehensive knowledge of health improvement approaches.
5. Critically examine whether a public health intervention is working.
6. Formulate possible solutions to global health issues relating to health protection, health promotion, health improvement and health services.
7. Demonstrate an understanding of key economic concepts and justify the use of these concepts to support health policy and health promotion.
8. Demonstrate self-direction and originality in the critical evaluation and synthesis of the research evidence in an area of public health, and consider possible developments and improvements for implementation.
9. Demonstrate an in-depth knowledge of different research methodologies and how these might be applied to research in public health and health promotion, and report the findings in the format of a journal article and an academic poster.

Transferable (Key) Skills

Transferable skills developed during the programme include:

1. Development of facilitation and communication skills

2. Numeracy & analysis
3. Organisation & time management
4. Independence & initiative
5. Adaptability & flexibility

3. Entry Criteria & Admissions

The University's Admissions Statement will apply to all programmes. The latest version of the PG Admissions Statement at: http://www2.warwick.ac.uk/study/postgraduate/apply/admissionspolicy.

3.1 Entry Criteria

Qualification	Grade/GPA	Subjects requirements	Specific requirements
Honours Degree (or equivalent)	Second class honours degree	None	None

Advice on equivalence of overseas awards is obtained from the National Recognition and Information Centre for the UK (NARIC).

3.2 Specific Requirements

- ☐ A completed application form
- ☐ Submission of a brief personal statement:
  - Demonstrating the ability to complete the programme,
  - Describing how they expect the programme to impact their professional development.
- ☐ Primary source verified degree
- ☐ Formal Photo Identification (passport, driving licence, national identity card)
- ☐ Evidence of proficiency in English Language in case the native language or official language of instruction during the undergraduate studies was not English.

Learners must have access to a suitable computer and reliable (>5mbps) broadband access to the internet

3.3 Minimum language proficiency requirements

This programme is delivered and assessed through English. If English is not a prospective learners first language or they have not previously completed a university qualification through English, they may be required to provide evidence of the following level of English language proficiency:

- ☐ High B2 on the (Common European Framework of Reference for Languages) CEFRL when awarded by a recognised awarding body.
- ☐ An average score of 6.5 on the overall components of the International English Language Testing System (IELTS) and a minimum of 6.0 in each band on the Academic Version.
- ☐ 65% on the Cambridge Education Group English Language Assessment (equivalent to IETLS 6.5)

3.4 Recognition of Prior Learning (RPL)

The University of Warwick Recognition of Prior Learning Policy allows applicants' prior learning, whether certified or experiential, to be used as partial credit towards some courses, where appropriate.

Applications for RPL will be considered for this programme where candidates can demonstrate a strong map of previous learning or achievements against learning outcomes and course aims of this programme. Further information can be found here:
https://warwick.ac.uk/services/aro/dar/quality/categories/courseapproval/apel

3.5 Entry Procedures

Applications to the programme are received through an online form with supporting documentation uploaded. The admissions team:

- Log and track all prospective learner applications using inhouse platforms.
- Liaise with prospective learner to ensure each learner provides all required documents
- Primary Source verify transcripts of prior qualifications, checking against the National Academic Recognition Information Centres (NARIC) database to ensure prior qualifications are valid and meet the programme criteria for entry
- Ensure all prospective learner details are consistent across all documents supplied.
- Issue Letters of Offer for completed applications which meet the entry criteria
- Ensure each prospective learner completes the learner contract
- Assist and resolve queries from incoming learners
- Register the new learner with the appropriate status on inhouse platforms.

4. Programme Content and Structure

The programme comprises six, 20 CATS modules and on 60 CATS module

4.1 Module Progression & Weighting

Candidates will be required to study the following core modules:

Course Code	Title	Credits	Pre-requisite for:	Semester	Pass required for progression/award	Module sequence
NT920-20	Public Health Fundamentals and Population Health	20	4/5/6	1	Y	1
NT919-20	Epidemiology for Public Health	20	4/5/6	1	Y	2
NT918-20	Influence of Society and Politics on Health	20	4/5/6	1	Y	3
NT917-20	Health Promotion	20	7	2	Y	4
NT916-20	International Health and Sustainable Development	20	7	2	Y	5
NT966-20	Health Economics and Policy	20	7	2	Y	6
NT-965-60	Research in Public Health and Health Promotion	60		3	Y	7

4.2 Exit Awards

The programme is structured into three exit awards as follows:

Postgraduate Certificate

Module 1	NT920-20	Public Health Fundamentals and Population Health
Module 2	NT919-20	Epidemiology for Public Health
Module 3	NT918-20	Social Research and Politics in Public Health

Postgraduate Diploma

Module 4:	NT917-20	Health Promotion
Module 5:	NT916-20	International Health and Sustainable Development
Module 6:	NT966-20	Health Economics and Policy

Master of Science

Module 7:	NT-965-60	Research in Public Health

4.4 Rationale for the programme's structure, duration and credit allocation

The Masters in Public Health is delivered over 24 months, as a part-time online programme with a blend of delivery modalities.

- The programme content is adapted to the market it is being delivered in and references cultural and regional specific topics. The content is created in such a manner as to make local adaptations relatively straightforward when entering new regions. Competitor programmes tend to offer generic European perspectives on Public Health
- The programme seeks to address an interprofessional audience with a more varied scope of practice in Public Health
- The assessment strategy has been developed to place a strong emphasis on the application of learning, giving learners opportunities to demonstrate how they would put their learning into practice. Learners will receive feedback and will be able to reflect on this feedback during the course.
- The platform the programme is delivered on provides an engaging and immersive experience.

The curriculum structure takes on board the needs of programme learners and how best to support optimum learning given the work/clinical demands of the learner. The programme duration is guided by the learning outcomes, and the needs of the learner population. The learners on this programme are generally healthcare professionals with busy, demanding roles. Given the learner profile, programme structures support part-time flexible engagement with learning. In determining the effort hours required to achieve the MIPLOs, the modules were examined and hours were allocated to learning that was required to achieve the learning outcomes. This includes contact hours, directed learning and self-directed learning. Based on 20 effort hours per credit, the credit rating works out at 180 CATS at Level 7 on the UK framework.

4.5 Programme Timetable

The timetable is divided into sequential modules, delivered over an 24-month period. Care has been taken during curriculum design to have a full mapping from MIPLO to MIMLO to (what University of Warwick and iheed refer to as) "Enabled Learning Outcomes" which detail content coverage by week on the programme.

The rationale for such detailed structure is to provide clarity and predictability of effort to learners who are full time clinicians and part-time learners. The timetable for each module follows a logical path through each curriculum area, with a number of 'vertical themes' such as communication, evidence-based public health practice, interdisciplinary approaches etc. throughout each module.

4.6 Progression

University of Warwick and iheed maintain up-to-date learner records that are available for monitoring progression and achievement.

Progression through modules is sequential and there are no optional modules within this programme. Learners must successfully complete all modules leading to an exit award to be eligible to progress or receive an award. Full detail on appeal mechanisms is provided here: https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals/

Learners are permitted to 'pause' their studies through a Temporary Withdrawal process. This is an approved period of time when a Learner is not studying for their award and is governed by University Regulation 36.1. Upon approval of a Temporary Withdrawal all academic progress and

financial obligations are paused at the point of approval. At the end of the Temporary Withdrawal period, Learners are facilitated to return to the next available running of their current module and financial obligations recommence. There are 3 instances of each module annually and the return date is agreed between the Learner and Programme manager. Further information is found here: https://warwick.ac.uk/services/academicoffice/studentrecords/twd/

5. Minimum Intended Module Learning Outcomes (MIMLOs)

5.1 Module 1: Public Health Fundamentals and Population Health (NT920-20)

Credit value	10 ECTS / 20 CATS
NFQ Level	Level 9 NFQ / Level 7 FHEQ
Principal Module Aims	The module will give students a comprehensive knowledge and critical understanding of the practice of public health covering disease prevention, health protection and health promotion.
Principal Learning Outcomes	Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module, which in turn are mapped to the knowledge, cognitive and practical academic principles of the overall programme. Through critical appraisal of literature, verbal and written discussion and debate with lecturers and peers, and submission of assessments; students should, upon successful completion of the module, be able to: 1. Demonstrate a comprehensive knowledge and critical understanding of methods in the practice of public health; including disease prevention, health protection, communicable disease control, vaccination and screening. 2. Demonstrate a systematic critique of the national and international context and current issues of public health and health care policy. 3. Demonstrate a comprehensive knowledge and critical understanding of key health protection topics, including environmental health and communicable disease control. 4. Prepare public health protocols and policy documents. 5. Demonstrate how methods of practice in disease prevention relate to health promotion approaches.
Timetabled Teaching	Week 1 Understanding public, population and personal health Week 2 Global burden of disease Week 3 Environmental health (climate change, sustainability) Week 4 Communicable disease control Week 5 Introduction to public health policy Week 6 Public health action (local, grassroots, national, international, harm reduction)
Assessment	Part A: Presentation related to the burden and control of a given disease (30%) Part B: A 2,000-word evidence-based essay on a topic related to health protection (70%)

5.2 Module 2: Epidemiology for Public Health (NT919-20)

Credit value	10 ECTS / 20 CATS
NFQ Level	Level 9 NFQ / Level 7 FHEQ
Principal Module Aims	The module will provide students with a systematic understanding of epidemiological methods, their applications, strengths and weaknesses and current methodological issues. It will provide an understanding of the application of medical statistics to present quantitative information and assess the role of chance. By the end of the module students should understand the principal concepts and features that are encountered in epidemiological studies. You should also be able to understand the key statistical principles and be able to use them to analyse epidemiology studies.
Principal Learning Outcomes	Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module, which in turn are mapped to the knowledge, cognitive and practical academic principles of the overall programme. Through critical appraisal of literature, verbal and written discussion and debate with lecturers and peers, and submission of assessments; students should, upon successful completion of the module, be able to: 1. Explain the key concepts and features that are encountered in epidemiological studies. 2. Apply statistical principles to analyse epidemiology studies. 3. Demonstrate how epidemiological and statistical principles can be applied to health promotion. 4. Apply statistics to the design of an epidemiological study.
Timetabled Teaching	Week 1 Disease frequency and impact Week 2 Use of routine statistics Week 3 Study design and sample sizes Week 4 Analysing epidemiological data Week 5 Using epidemiological and statistical software Week 6 Interpreting your findings
Assessment	Part A: Short Answer Questions about a published epidemiological study (50%) Part B: Problem Set of Statistical Questions (50%)

5.3 Module 3: Social Research and Politics in Public Health (NT918-20)

Credit value	10 ECTS / 20 CATS
NFQ Level	Level 9 NFQ / Level 7 FHEQ
Principal Module Aims	The module will give students a thorough theoretical grounding in the sociology of health, illness, health policy and the social determinants of health and of health inequalities. By the end of the module, students should be able to demonstrate: • A comprehensive knowledge of the current debate on the principal determinants of health and health inequalities. • An advanced and critical understanding of sociological concepts of health and illness. • An ability to use critical appraisal skills to interpret qualitative studies. • An ability to evaluate and use different sources of evidence appropriately when applied to health policies.
Principal Learning Outcomes	Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module, which in turn are mapped to the knowledge, cognitive and practical learning objectives of the overall programme. Through critical appraisal of literature, verbal and written discussion and debate with lecturers and peers, and submission of assessments; students should, upon successful completion of the module, be able to: 1. Explain the principal determinants of health and health inequalities. 2. Demonstrate a critical understanding of sociological concepts of health and illness. 3. Apply critical appraisal skills to interpret qualitative studies. 4. Evaluate and use different sources of evidence appropriately when applied to health policies. 5. Demonstrate the relationship between health promotion and social determinants of health.
Timetabled Teaching	Week 1 Social determinants of health Week 2 Health inequalities (financial, societal, race & ethnicity, disability, gender) Week 3 Key concepts of social research methodology Week 4 Impact of political policy on health Week 5 Impact of behaviour and psychology on health Week 6 Health infrastructure and impact on societies
Assessment	A 4,000-word evidence-based case study on a topic related to the influence of society and politics on health (100%)

5.4 Module 4: Health Promotion (NT917-20)

Credit value	10 ECTS / 20 CATS
NFQ Level	Level 9 NFQ / Level 7 FHEQ
Principal Module Aims	The module will allow students to understand approaches used for health improvement. The module will help students become familiar with approaches that are used in public health around health improvement, management for public health and current and emerging topics in health promotion.
Principal Learning Outcomes	Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module, which in turn are mapped to the knowledge, cognitive and practical academic principles of the overall programme. Through critical appraisal of literature, verbal and written discussion and debate with lecturers and peers, and submission of assessments; students should, upon successful completion of the module, be able to: 1. Demonstrate a comprehensive knowledge and critique of health improvement approaches. 2. Critique public health management techniques (e.g. commissioning, change management, management of the media). 3. Explain key health improvement topics (e.g. nutrition, physical activity, mental health and wellbeing, sleep, alcohol). 4. Apply a health needs assessment approach to identify public health programmes to address health priorities. 5. Find and interpret data and information from a range of sources to decide on the health priorities of a population. 6. Apply an appropriate balance of different approaches to policy questions. 7. Critically examine whether a public health intervention is working.
Timetabled Teaching	Week 1 Defining health promotion Week 2 Settings for health promotion and assessment of need Week 3 Understanding individual and societal change Week 4 Organisation of health systems to support public health Week 5 Evaluation of health system organisation (frameworks & audit) Week 6 Evaluating and communicating impact of health promotion activity
Assessment	Part A: A 10-minute (individual) presentation on a topic related to health promotion (30%) Part B: A written report (2,000 words) on a topic related to health promotion (70%)

5.5 Module 5: International Health and Sustainable Development (NT916-20)

Credit value	10 ECTS / 20 CATS
NFQ Level	Level 9 NFQ / Level 7 FHEQ
Principal Module Aims	The module will give students a comprehensive knowledge of key global health issues and equip them with knowledge to contribute to solution-oriented approaches to these global health challenges.
Principal Learning Outcomes	Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module, which in turn are mapped to the knowledge, cognitive and practical academic principles of the overall programme. Through critical appraisal of literature, verbal and written discussion and debate with lecturers and peers, and submission of assessments; students should, upon successful completion of the module, be able to: 1. Analyse the global burden of disease. 2. Identify key global health issues relating to health protection, health promotion, health improvement and health services. 3. Formulate possible solutions to global health issues, including refugee health. 4. Evaluate the health effects of an event, policy, programme or project in a global context. 5. Demonstrate knowledge and understanding of mental health challenges and strategies to reduce mental health burden, particularly in low resource settings. 6. Explain how environmental change has implications for human health.
Timetabled Teaching	Week 1 The role of sustainable development and equality on health Week 2 Gender, race, ethnicity and other inequalities Week 3 Healthy cities, food & nutrition Week 4 Climate change Week 5 Preparedness for, and responsiveness to, global events Week 6 Global mental health
Assessment	Part A: A 10-minute (individual) presentation on a topic related to global health (30%) Part B: A written report (2,000 words) on a topic related to global health (70%)

5.6 Module 6: Health Economics and Policy (NT966-20)

Credit value	10 ECTS / 20 CATS
NFQ Level	Level 9 NFQ / Level 7 FHEQ
Principal Module Aims	The module will provide an understanding of economic concepts and their relevance to decisions around the allocation of health care resources. This understanding will be at the level where participants will be able to critically appraise health economic studies and engage with health economists working with them as advisors or research collaborators.
Principal Learning Outcomes	Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module, which in turn are mapped to the knowledge, cognitive and practical academic principles of the overall programme. Through critical appraisal of literature, verbal and written discussion and debate with lecturers and peers, and submission of assessments; students should, upon successful completion of the module, be able to: 1. Demonstrate an understanding of key economic concepts (such as opportunity cost, efficiency, marginal analysis) and justify the use of these concepts to support health policy and health promotion. 2. Differentiate between alternative approaches countries use to structure their health care systems and deliver health care, and critique these approaches based on considerations such as population coverage, total spending, efficiency and equity. 3. Demonstrate an understanding of the methods underpinning economic evaluation in health care, and become aware of key aspects of good practice in undertaking and reporting an economic evaluation.
Timetabled Teaching	Week 1 Introduction to health economics Week 2 Ethical theory in public health practice Week 3 Funding models for healthcare Week 4 Introduction to financial management Week 5 Managing organisations and teams Week 6 Policy analysis, development and implementation
Assessment	Part A: Written report (2,000 words) to demonstrate understanding of key economic concepts in health policy (50%) Part B: Written report (2,000 words) to demonstrate critical appraisal of an economic evaluation study (50%)

5.7 Module 7: Research in Public Health (NT965-60)

Credit value	30 ECTS / 60 CATS
NFQ Level	Level 9 NFQ / Level 7 FHEQ
Principal Module Aims	"Research in Public Health and Health Promotion" is a 60 CATS module that will enable students to identify, understand, appraise and plan research related to public health and health promotion. The module will build on the students' learning in the PG Diploma, allowing them to explore different research methods and giving them the opportunity to apply these skills and understanding to develop, design and deliver a Research Project relevant to public health and health promotion. The module will cover the skills needed to identify, appraise and synthesise research evidence and develop an understanding of the implications of research for public health and health promotion. Students will explore different research approaches including systematic reviewing, quantitative, qualitative and mixed methods research, and the application of various sampling, data collection and data analysis methods. Working independently, and under limited supervision, students will then take responsibility for the direction and management of a project through to completion and submission. The aims of this module are: • To develop students' knowledge and understanding of research methods and principles. • To develop students' intellectual abilities using theoretical perspectives and drawing on current experience and previous experiential learning. • To develop students' ability to critically evaluate an area of practice relevant to public health and health promotion. • To develop students' ability to critically appraise the research literature and synthesise their findings. • To develop students' ability to undertake substantial independent study. • To develop students' ability to produce and communicate a piece of work informed by the forefront of research and evaluation, and with the potential for publication for a professional audience.
Principal Learning Outcomes	By the end of this module, students should be able to: 1. Develop an appropriate research proposal and protocol that addresses a research question or evaluates an area of professional practice within public health and health promotion. 2. Demonstrate self-direction and originality in the critical evaluation and synthesis of the research evidence in an area of public health and health promotion, and consider possible developments and improvements for implementation. 3. Apply the principles and techniques of critical appraisal to evaluate the limitations of research evidence, including complex interventions and studies at the forefront of methodological development in public health and health promotion. 4. Demonstrate understanding of ethical values and principles in the context of Research in Public Health and Health Promotion, how to apply for ethical approval and the role of Internal Review Boards. 5. Justify the choice of methodology and how this applies to research or enquiry within public health and health promotion. 6. Demonstrate advanced skills in planning, information gathering and data interpretation and synthesis for research enquiry.

	7. Demonstrate independent analytical and critical thinking skills. 8. Write succinctly in the format of an academic article for an appropriate professional journal and present work visually in the format of an academic poster. 9. Design, plan, conduct, and complete a significant piece of academic work which addresses an area of public health and health promotion. 10. Demonstrate an in-depth knowledge of different research methodologies and how these might be applied to research in public health and health promotion.
Timetabled Teaching	This new module will introduce students to different research methods and then give them the opportunity to apply these skills and understanding to develop, design and deliver a Research Project relevant to public health and health promotion. The course will cover the skills needed to identify, appraise and synthesise research evidence and develop an understanding of the implications of research. It will introduce students to different research approaches including systematic reviewing, quantitative, qualitative and mixed methods research, and will explore the application of various sampling, data collection and data analysis methods. Working independently, and under limited supervision, students will then take responsibility for the direction and management of a Research Project through to completion and submission. The module addresses the following areas: • Literature searching • Formulating a research question • Study design • Writing a research protocol • Presenting a research protocol • Preparing a poster presentation • Critical writing • Writing for publication A central element of the module is the Research Project. A number of different types of activities will be available to be undertaken as a Research Project, and students will discuss ideas with their Supervisor in order to decide the most appropriate approach. Students will deliver a Formative Assessment in the form of an Oral presentation of their Research Proposal. Students will receive feedback from their peers, their supervisor and one other academic reviewer.
Assessment	Part A: Poster Presentation (20%) Part B: 4,000-word Journal Article (80%)

6. Programme Induction

Program induction is an essential part of the learner journey. It provides learners with the information and resources they need to succeed in their studies and helps learners feel more connected to their programme, their peers, and iheed / University of Warwick.

6.1 Pre-course information

The following is provided to learners in the lead-up to the programme start:

- Welcome from University of Warwick Programme Lead
- Welcome from the iheed Programme Lead
- Key programme milestones and regulations
- Key supports available to learners

6.2 Live Induction Sessions:

Delivered live, online across 7-10 days, these sessions provide a comprehensive introduction to the programme to learners. As well as an opportunity to meet fellow learners, faculty, and the course management team, they provide valuable guidance on:

- Programme overview and introduction to each of the modules in the semester given either by the module tutors or key opinion leaders in Public Health
- Programme governance & management, including learner supports available and points of contact
- Programme Quality Assurance – processes to quality assurance learning and assessment
- Programme Regulations - ensuring learners are appraised of programme structures, learning methods, regulations, assessment strategy, returning to study and expectation of ongoing effort
- Engagement monitoring – data collected and available to learners to gauge engagement and progress relative to their cohort.
- Academic Integrity, including expectations around assessments, guidance on academic writing and avoidance of plagiarism
- Use of the iheed Online Learning Environment, ensuring all learners are fully comfortable with the environment before week 1 starts.
- Introductory case study discussions with a panel of tutors. These include small group sessions (which bring each of the tutorial groups together with their tutor to provide the basis for their discursive active learning throughout the course of the semester).

In recognition of the diverse age profile and backgrounds of learners enrolling on international programmes, iheed has introduced a series of additional taught and online components on returning to study, critical appraisal and academic writing which take place throughout Module 1.

6.3 Online Induction Module

To complement the above, an online induction module is also available and divided into a number of sections:

Introduction

- Programme Partners
- Accreditation
- Target Audience

- Structure
- Programme Research
- Program Structure and Aims
- Learning Outcomes
- How the programme is delivered and assessed
- Procedures for End of Semester Examination

Learning and You
- Diversity
- Learn to Learn
- Learning Styles
- Studying and Technology
- Resources available
- Citations and Referencing
- Plagiarism and Paraphrasing
- WMS Plagiarwize quiz
- Discussion Forum
- The Reflective Journal
- Maintaining a Reflective Journal

Principles of Academic Writing
- Writers and readers
- Sentence structure
- Word choice
- Proofreading
- Formatting and finishing
- Citations and Referencing
- Plagiarism and Paraphrasing
- WMS Plagiarwize quiz

The iheed Online Learning Environment
- Login and Create a Profile
- Viewing Instructional Materials and Submitting Assignments
- Discussion Forums and Online Tutorials
- Student Questions and Resources
- Policies and Procedures

Questions and Resources
- Your Privacy
- Technical Requirements
- Points of Contact
- Acknowledgments

7. Teaching and Learning Strategy

The approach to teaching and learning adopted for the Master of Public Health programme considers a variety of different learner environments and recognises that the participants will be mature learners. It values peer-to-peer learning, the experience from each participant's clinical practice and the sharing of such experiences. Within each topic, the material is presented in a variety of styles, designed to appeal to all types of learners.

The timetable is divided into three sequential semesters, delivered over an 24-month period. The timetable for each module follows a logical path through each clinical area, with a number of 'vertical themes' such as communication, clinical decision making etc. throughout each module. Within each week, there are number of discreet activities to be undertaken by learners with participation highly advised in order to maximise learning and likelihood of success. Broadly these can be grouped into the following categories:

- Class Contact
- Directed eLearning
- Independent Learning

Importantly, the only time during the week that the learner is required to be available at a defined time is the tutorial. While highly collaborative, all other activities are asynchronous and can be scheduled by each learner according to their needs.

The blend of class contact, directed learning and independent learning provides:

- Ongoing monitoring of individual learner engagement through detailed data analytics
- High level of learner:faculty interaction
- Accessibility of content at a time and pace that suits each learner
- Frequent individualised feedback points during the programme
- Data analytics to drive programme improvement
- Highly scalable platform that is secure and robust
- The lack of physical infrastructure provides flexibility regarding programme location

The approach to learning in an online environment will be innovative, to provide a valuable learning experience that is realistic, relevant, and challenging for the learner.

7.1 Self-directed Problem-Based / Case-Based Learning

Under the guidance of clinical tutors, participants will study online using a combination of practical content and case-based learning. Additional thought-provoking case studies with appropriate reading lists are designed to stimulate reflection of the learning points and how they might be applied to the participant's own practice.

7.2 Online Tutorials / Seminars

Tutor-led video conference sessions will be held weekly throughout the programme, focusing on topics introduced in the online material and explored in the Discussion Forum. The online tutorial format will vary and may involve discussion around case studies, videos from Key Opinion Leaders and multidisciplinary meetings. These will be facilitated through the online learning environment.

7.3 Discussion Forums

Participants' knowledge and skills will be enhanced through their contribution to the online discussion forum under the guidance of a group tutor. These discussions are designed to provide a clinical context to help participants apply acquired knowledge and to keep them engaged and motivated throughout the programme.

7.4 Educational Resources – Learning formats

Module Induction
Tutors introduce each topic and highlight what is required of each learner to successfully complete the module.

Tutor moderated discussion forums (weekly)
Learners will be required to participate in an asynchronous weekly discussion forum, contributing approximately 250 words of evidence-based review of clinical case vignettes.

Bespoke self-directed eLearning content
Learners engage with high-quality, interactive online instructional materials for the weekly topic. This can be completed at a time that suits their personal schedule during the week.

Interactive case studies
After the presentation of theoretical / pathophysiological content, learners are presented with a range of interactive clinical case studies which provide learners with a range of patient presentations and help improve diagnostic skills, clinical decision making and patient management.

Integrated video interviews and podcasts
Interviews with leading experts in the field of Public Health are embedded throughout the modules to provide learners with expert perspectives within the eLearning content.

3D medical animations and imagery
Where appropriate, 3D medical animations and imagery allow the learner to experience visually complex aspects of the subject area.

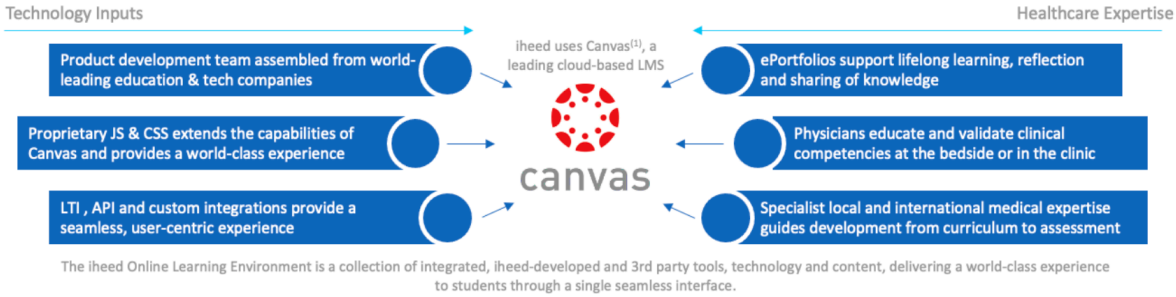
Integrated online library and journal access
Learners are directed to required and recommended reading of journal articles related to Public Health. This is facilitated through direct access to articles within the eLearning content and through Single- Sign-On access to a full suite of health sciences databases (Ebsco, Science Direct, Wiley, Web of Science, Taylor & Frances etc).

Reflective journal
Reflection is a critical component of clinical education. By reflecting on experiences, learners develop self- regulated learning skills that can lead to enhanced competence, humanism, and professionalism. Learners are provided with resources and an optional eLearning module on reflective practice

Weekly live synchronous online tutorials
Learners attend live online tutorials with their group of 25 peers to discuss/debate the key learning points, consider different case studies related to the week's topics and ensure the learning outcomes have been achieved.

7.5 Educational Resources – Online Learning Environment

Learners on this programme will receive their programme delivery through the iheed Online Learning Environment (OLE) which is a collection of integrated, iheed-developed and 3rd party tools, technology and content, delivered to learners through a single seamless interface. iheed are globally acknowledged as leaders in online medical education. Their team of instructional designers and software engineers have incorporated 6 decades of healthcare learning experience, a tier 1 cloud-based learning management system and key inputs from healthcare bodies to deliver a purpose-built platform for global healthcare education needs.



At the heart of this programme is the comprehensive development bespoke eLearning materials for each weekly topic and learning outcome. By creating content specifically tailored to this programme, there is a complete mapping between MIPLOs, MIMLOs, Enabled Learning Outcomes, Content, Delivery and Assessment.

Materials are created through a defined process with multiple quality review checkpoints throughout:

- Engaging appropriately qualified subject matter experts for each module
- A discovery-based learning approach in content conception
- Detailed design concept documentation, storyboards and formative assessment plans per module
- Development of audio, video, simulations, animations, infographics etc.

Intellectually the structure, content and delivery of the programme encourages learners to be critical thinkers, developing a range of subject-specific and transferrable skills.

The platform features include (but are not limited to):

- Interactive case studies
- Tutor-moderated discussion forums
- Reflective journal
- Integrated video interviews and podcasts
- 3D medical animations and imagery
- Integrated online library and journal access
- Facilities to give feedback to learners
- Computer-aided anti-plagiarism tools
- QA tools to assist tutors in the grading of assessments
- Data analytics (pages viewed)
- Innovative proctoring / invigilation tools which allow robust, secure, remote examinations

Some of the benefits of this approach over traditional classroom-based programmes are:

- Ongoing monitoring of individual learner engagement
- High level of learner:tutor interaction
- Accessibility of content at a time and pace that suits each learner
- Frequent individualised feedback points during the course
- Data analytics to drive programme improvement
- Highly scalable platform that is secure and robust
- The lack of physical infrastructure provides flexibility regarding programme location

The approach to learning in an online environment will is innovative, and provides a valuable learning experience that is realistic, relevant and challenging for the learner.

Learning approaches employed in the programme include:

1. Story-based learning
   - Guided learning through designing, planning, and managing learning experiences
   - Exploratory-based interactions

2. Scenario-based instructional and healthcare decision making
   - Branching scenarios
   - Situational dilemmas

3. Discovery learning objects
   - Learning technologies for developing and evaluating teaching and learning
   - Gaming elements

4. Digital technology explorations
   - Interactive planning and delivery tools
   - Learning Management System (Canvas) for development of healthcare instruction resources

5. Role-playing virtual simulations
   - Discovery learning objects are incorporated into selected topics. The learner is able to manipulate a clinical situation that is highly experiential and interactive, and work through questions and controversies in an exploratory manner.

7.6 Accessibility

The OLE meets web accessibility standards and is compatible with assistive technologies. Faculty and staff who provide support to learners are appropriately qualified and have access to opportunities for development.

7.7 Delivery Format

The programme is structured as six 20 CATS modules, followed by one 60 ECTS research module. Each week of the 10 CATS modules covers a discrete topic and is structured with 'touch-points' to ensure ongoing learner interaction. While not mandatory for qualification, learners are strongly encouraged to engage with:

1. Discussion Forum: The week begins on a Sunday morning with a discussion forum post which presents a case study relevant to the week's topic. Learners are required to submit 200-250 words each week, with their thoughts appropriately supported by references. Tutors

regularly participate in the discussions, providing feedback and guidance to learners, both individually and through group commentary. This feedback can be written, verbal or through video commentary.

2. Online Content: As noted above, the online content is varied, interactive and requires learners to continually engage with short activities, reflective exercises and their peers throughout the week. Throughout the content, feedback is provided in terms of short quizzes, reflective exercises and peer discussion.

3. Synchronous Tutorials: The synchronous online tutorial which takes place at the end of the week reflects on the week's content and its application, often through learners' own professional experience. These tutor-led sessions provide feedback on individual and group activity during the week. The tutorials are delivered consistently by one tutor per group, which allows the tutors to draw on the learners' prior experiences, knowledge, and skills, provide relevant and authentic learning experiences, and encourage sharing, collaboration, discussion, and debate. The tutorials also respect the learners' experience and culture, modelling the professional practice required in their professional role.

This approach gives learners a predictable 'rhythm' to their studies. From the outset they have a clear expectation of both their time requirements and the types of activities they will be required to undertake. This provides them with the ability to plan their studies around the professional and personal lives.

In addition, case discussions, reflection questions, and formative feedback ensures the learner builds on each learning opportunity within the programme. The programme assessment is mapped to the curriculum, offering both formative and summative assessment opportunities for each module.

7.8 Monitoring engagement

Tracking learner engagement is a critical aspect of the Master of Public Health programme.

Data analytics are at the heart of programme delivery. To track learner engagement, the programme utilizes analytics provided by the Learning Management System (LMS). The programme management team use predictive analysis to achieve a comprehensive and in-depth evaluation of learners, forecast behaviours and improve learner engagement and performance.

Key metrics monitored include:

- Time spent viewing module content
- Number of interactions with peers and faculty
- Attendance at weekly tutorials
- Timeliness of formative and summative submissions

Likewise, learners are able to view their personal analytics and compare it to their group's performance.

Regular formative assessments is a key component of the programme, which provide valuable insight into how learners are engaging with the content.

The programme also includes online discussion forums, which provide an opportunity for learners to engage with their peers and instructors. Tracking forum participation can provide insights into how learners are engaging with the content and provide an opportunity to identify areas where additional support may be required.

8. Assessment Strategy

8.1 Overview of Assessment Strategy

The programme summative assessment strategy and the tasks within are guided by the requirement to support learner achievement of intended programme learning outcomes. The interdependence of learning, teaching and assessment as described by Biggs (1996) as constructive alignment is at the heart this process. Constructive alignment of assessment criteria and learning outcomes provides the learner with a clear description of what they need to achieve. It is invariably closely aligned with the programme teaching and learning strategy as outlined in Section 7 of this document.

The programme assessment strategy is committed to ensuring the validity and reliability of assessment instruments. The validity of the assessment instruments and processes for the proposed programme are fit for purpose and have been designed with a focus on the attainment of the programme learning outcomes. The reliability of the assessment instruments is supported by their perceived capacity to be consistent in terms of results. Overall, the validity and reliability of the assessment instruments for this programme are underpinned by the following:

- Alignment to programme and module learning outcomes
- Assessment instruments are criterion referenced
- A range of different assessment types are provided
- Assessment for learning, as learning and of learning is a fundamental consideration
- Assessments are inclusive and processes are supported by policy and procedures
- There is a commitment to ongoing monitoring
- Information for learners is transparent and comprehensive

Responsibility for the design of the programme assessment strategy lies with Warwick Course Director, who is a member of the Course Management Group. The management of the summative assessment process is the responsibility of the Programme Manager and the Programme Coordinator in collaboration with the Warwick Course Director and iheed Programme Lead.

As a Masters degree, the focus of assessment will be to ensure acquisition of knowledge and understanding of key public health concepts, principles, and methods and their ability to apply their learning in real-world scenarios. The assessment strategy also focusses on key professional attributes, such as teamwork, leadership, ethical considerations, cultural competence, and communication skills

To successfully complete the programme, participants will be required to successfully complete the summative assessments for each module leading to the relevant exit award.

To ensure consistency between delivery and assessment, assessment processes are reviewed to the Course Management Group's satisfaction to ensure:

- learning objectives are clear and specific, are aligned with teaching activities and the assessment task.
- candidates receive detailed instructions and guidelines for the examination.
- candidates receive a comprehensive marking guide.
- there is consistency in grading and among groups / cohorts.
- exam questions have high discrimination scores.
- appropriate feedback is provided to learners in a timely fashion.

8.2 Formative Assessment

- Reflective journal for learners to evaluate and analyse their experiences throughout the programme
- Weekly learner contribution of 200-250 words requiring critical analysis of a topical issue or short clinical case. Referencing required.

8.3 Summative Assessment

Postgraduate Certificate	**CATS**	**Essay / Report**	**Exam**	**Presentation**	**Journal Article**
Module 1: Public Health Fundamentals and Population Health	20	70%		30%	
Module 2: Epidemiology for Public Health	20	50%	50%		
Module 3: Influence of Society and Politics on Health	20	100%			
Postgraduate Diploma					
Module 4: Health Promotion	20	70%		30%	
Module 5: International Health and Sustainable Development	20	70%		30%	
Module 6: Health Economics and Policy	20	100%			
Master of Science					
Module 7: Research in Public Health and Health Promotion	60			20%	80%

Examination Format

60 minute examination per 20CATS. Each examination will comprise Single Best Answer and Key Feature Problem questions and represent even coverage of all topics in a module. The examination will be conducted online and supervised through a remote proctoring solution to ensure appropriate rigour and security procedures are in place to maintain the integrity of the examination process. Learners are provided with feedback on their grade, their groups grade and the overall cohort performance per examination. As a live question bank, feedback is not provided to learners on specific question performance.

Essay Format

2,000 – 4,000 word essay per 20 ECTS module. This will comprise a critical review of the evidence underpinning public health and its application within the learner's professional environment. By engaging in critical appraisal of the literature, learners develop advanced critical thinking skills and gain a deep understanding of the latest developments in Public Health

Poster Presentation

Learners are required to prepare a poster that summarises their professional research project in a visually appealing and concise way. Learners present their research to a small group of assessors followed by a discussion where the assessors can ask questions, provide feedback, and engage in dialogue about the research project.

Learners will be required to submit a Poster that reports the findings from their Project.

The Poster should be A1 or A0 in size (landscape or portrait) and should be submitted in electronic format (as a PDF file).

The Poster should provide a visual summary of the project's findings.

There is no word limit for the Poster, but a guide of 500 words is recommended to achieve a balance of text and visual impact.

Journal Article
Learners will be required to submit a Journal Article that reports the findings from their Project.
The Journal Article is to be presented in the style of a professional journal (4,000 words, (±10%,), and should include the following:

- Title Page
- Abstract (not exceeding 250 words)
- Introduction
- Project Design and Methods
- Results
- Conclusions
- Acknowledgments
- References (no more than 40 references)
- Tables and Figure Legends (no more than a combination of 4 tables and/or figures)

The pass mark (for the Poster and Journal Article) is 50%, and we will apply a compensatory grading approach as long at the aggregated mark is at least 50%.

8.4 Passing Requirements

Assessments are overseen by the Board of Examiners and the External Examiner who scrutinises both the assessment questions given to learners and the standard of grading by faculty.

- Learners are permitted two attempts at each assessment which consist of a main and repeat attempt.
- Learners who do not successfully complete an assessment within the permissible number of attempts and who are not afforded concessionary attempts by the University of Warwick will be removed from the programme.
- There is no compensation between assessment elements in Modules 1 – 6
- There is compensation between assessment elements in Module 7
- Upon successful completion of all assessments and ratification of results, learners will be awarded a Master of Public Health from the University of Warwick.
- Learners exiting after successfully completing Modules 1 2 and 3 will be awarded a Postgraduate Certificate in Public Health
- Learners exiting after successfully completing Modules 1, 2, 3, 4, 5 & 6 will be awarded a Postgraduate Diploma in Public Health

Grading

Assessment and module results are reported as percentages and the minimum pass mark for all postgraduate modules is 50%.

A Serious Fail shall be awarded for an overall mark of less than 40%.
A Fail shall be awarded for an overall mark between 40% and 39.9%
A Pass shall be awarded for an overall mark between 50% and 59.9%
A Merit shall be awarded for an overall mark between 60.0% and 69.9%
A Distinction shall be awarded for a mark of 70.0% or above

To obtain awards, learners are required to attain:
Postgraduate Certificate: 30 ECTS / 60 CATS
Postgraduate Diploma: 60 ECTS / 120 CATS
Master of Science: 90 ECTS / 180 CATS

For each candidate an overall programme average will be calculated by the weighted average of modules.

8.5 Maintaining Assessment Integrity

Clarity of Expectation
clear instructions and guidelines ensure that learners understand the expectations for their assessments and submit work that meets these expectations. Detailed rubrics are provided for all written assessments and presentations. Mock examinations are provided in advance of summative examinations. Significant guidance is also given on areas such as academic writing, reference, critical thinking etc.

Written Submissions
Once the learner is satisfied with their work, they submit their assessment through an online submission portal which processes the assessment and checks originality through two primary mechanisms:

- Plagiarism. Turnitin is a service that checks submitted academic work for plagiarism and provides a similarity report to the assessor. When a learner submits their written work to Turnitin, the service compares the text to its extensive database of academic sources, including journals, websites, and other submitted works. The service then generates a similarity report that highlights any portions of the submitted work that match text from other sources.
- AI Detection. Advanced AI writing detection technology is highly reliable and proficient in distinguishing between AI- and human-written text and is specialized for online education.

Once the above verifies the originality of the assessment, it is forwarded to the designated assessors for correction. Assessors evaluate the assessment, using the agreed rubric and provide detailed feedback on strengths and weaknesses.

Once the assessment is graded and feedback provided, learners receive their grades and feedback.

Examinations

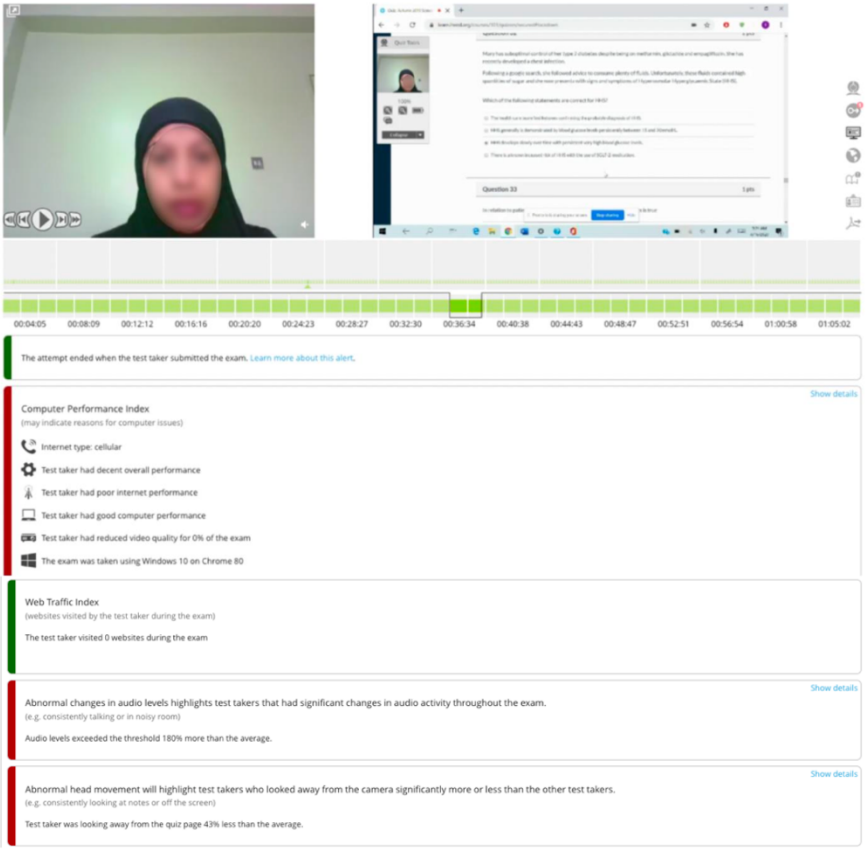
Examinations are delivered through a robust online platform with innovative proctoring solutions in place. In advance of releasing the examination to learners, a remote proctor (human not AI) ensures the learner:

- Is same person as stored on the ID submitted at time of enrolment
- Is alone in their room
- Does not have notes or books in the room by conducting a 360 scan of the room

Sensitivities around suspicious exam behaviours are set by iheed and then recorded throughout the examination through the learners' webcam and screen recording of each exam attempt. Flags are reported to iheed in real-time and certain behaviours, e.g. blocking a webcam, leaving the room or changing Wi-Fi networks will trigger a pre-determined response set by iheed:

- Flag for review
- Interrupt test to ensure compliance
- Terminate the exam

An individual learner view displays their entire exam attempt including webcam, screen and audio recording with a timeline of 'suspicious' behaviours and an overall report on their submission.



All the above data is available to correcting tutors, Programme Leads and External Examiners. Recordings are kept until results are ratified by the Board of Examiners and (in the case of failing learners) the window for appeal has expired. Recordings are deleted after this point.

8.7 Grading Alignment

Given the international nature of the programmes with faculty coming from educational systems across the world, it has become essential for iheed to ensure that all tutors are aligned on marking and feedback standards.

To ensure consistent grading standards, we have put in place both prospective and retrospective checks.

Prospectively	We provide all new tutors with a video on how to mark and give feedback on this programme. They are invited to discuss this with the Programme Lead
	Standard setting processes provide the correcting team the opportunity to grade 3 of the same essays and discuss appropriate standards of proficiency and grader alignment with the Programme Lead / Moderator.
Retrospectively	Robust moderation processes ensure marking is carried out consistently to the agreed standard and that feedback is appropriate.
	The standard of grading is quality assured by the WMS Course Director and External Examiner and ultimately considered by the Board of Examiners.

8. Learner Support & Guidance

8.1 Overview

The WMS staff and iheed Academic Affairs Department provide a high level of faculty and learner support, using processes based on those commonly found in executive Master's programmes. Day-to-day matters to do with learner support and welfare will be handled by the Programme manager and their team in the iheed Academic Affairs Department. The Programme manager has a key role in helping the learner to access and utilise these supports effectively.

The learner's relationship with the programme management team starts with their registration and or application for admission on the programme and continues throughout the programme. Throughout the programme they are the point of contact for day-to-day operational issues such as notification of short-term absences and access to materials. The programme managers' training means that they have an in-depth knowledge of the policies and procedures, they know how to help learners to identify the support that they require, and to suggest options that meet the learner's needs and are procedurally compliant. In effect, the programme management team is the learner's gateway to all the support services that are available to learners through University of Warwick or iheed.

As an online programme, regular 'touchpoints' with programme management staff and faculty are important to provide opportunities for ad-hoc feedback, dealing with minor queries and providing a sense of belonging and community. This begins at programme induction where learners are given a comprehensive overview of programme structure and supports through a series of live online meetings with programme management staff and faculty. Learners meet their tutors weekly and

have direct access to their tutors or the iheed team through the Online Learning Environment or 1:1 video calls.

Learners then meet with a member of the programme management team on each of the live weekly tutorials. This regular interaction (along with more formal feedback mechanisms) ensures that learners feel connected to the programme management team and able to raise queries with people they know. Interaction between learners and the programme management team is facilitated by email, direct message and WhatsApp.

Learners occasionally face challenges that are beyond the skills or authority of the Programme management team. Should this happen, the team will inform the learner of the appropriate person to contact such as the Module Lead, Course Director, Programme Lead or Course Management Group.

If learners have more complex issues such as factors affecting performance, longer term absence, disability support needs or a combination of these challenges, the coordinator will refer the learner to Senior Tutor. The Senior Tutor works across University of Warwick and iheed to provide information, advice, and support to learners in personal, pastoral, and academic issues. Where necessary the Senior Tutor will assess a learner's needs to enable appropriate referral and make recommendations for ongoing support.

Through the iheed Academic Affairs Department, learners have access to:

- Librarians
- Statisticians
- Academic Writing support staff
- Psychologist and counselling staff
- Research methodologies specialists (MSc module only)
- Project management specialists (MSc module only)

8.2 Other Support Services

Learner representatives

University of Warwick and iheed ensure learner views on the programme and learner supports and resources are represented. During the development stage of a programme, views of target learners were sought to help ensure that the programme meets the needs of future learners. Learner perspective and experience are further represented by the inclusion of learner meetings with the external examiner, Programme Lead and Course Director throughout the year. Learners can contact their respective learner representative with any feedback or issues they may have. Any specific issues regarding learner support will be brought to the Programme Manager. .

Learners are invited to submit feedback through the regular evaluation forms. The results of all module and programme evaluations are reported to the Course Management Group.

Health and Wellbeing:

University of Warwick and iheed have identified a referral pathway for learners to related to the following areas:

- Risk or potential risk of harm to self or others
- Psychological distress with no current supports
- Learning difficulties
- Disability
- Acute distress

- Unresolved relationship difficulties with teaching faculty or other learners (attempts to resolve issues have been made)
- Learner exhibits unprofessional behaviour during classes, webinars, workshops

IT Support

iheed provide technical support to all learners through an IT Support Helpdesk. This is directly linked on each page of the Online Learning Environment with learners able to raise tickets for support. Response times to learners is <24 hours with <98% queries resolved at first point-of-contact. Live, real-time support is available to learners taking exams.

9. Learner Feedback

University of Warwick and iheed ensure learner views on this programme and learner supports and resources are represented. During the development stage of a programme, views of target learners were sought to help ensure that the programme meets the needs of future learners. The Course Management Group actively seeks the views of learner representatives and the external examiner is invited to meet with learners in advance of Board of Examiners meetings.

iheed and the University of Warwick are dedicated to continually reviewing and improving all education programmes. Learner feedback is essential in this process. There are many ways to provide feedback on the programme including

- End of module/semester evaluation forms
- Anonymous feedback form within Online Learning Environment
- Submit feedback to the Programme manager or tutor
- Submit feedback to the Academic Affairs Department (publichealthsupport@iheed.org)
- Becoming a Learner Representative – for more information please contact your Programme Manager

Learner feedback is sought after each module in Semester 1 and at the end of the Semester 2 and Semester 3 by way of online survey. iheed prepare, distribute, and report on the results of the survey. This report will be forwarded to the Programme Director with commentary and recommended actions as appropriate.

Informal feedback is sought directly from learners at weekly tutorial workshops and through structured liaison with the learner representatives.

10. Academic Integrity

10.1 Principles of Academic Integrity

Academic integrity is the commitment to, and demonstration of, honest and moral behaviour in an academic setting. The five core values that underpin academic integrity are:

- **Accuracy** – making sure that your work is free from errors
- **Honesty** – being truthful about which ideas are your own, which are derived from others, and the methods and results of your research
- **Fairness** – not trying to gain an advantage by unfair means: for instance, by passing off others' work as your own
- **Responsibility** – taking an active role in your own learning: for instance, by seeking out the information you need to study effectively
- **Respect** – for your fellow learners, faculty, and the work of other scholars

Learners must:

- Ensure they participate in all programme work and follow guidance provided by Faculty
- Learn how to cite and reference properly without replicating another individual's work
- Maintain awareness of potential inappropriate offers of assistance in assessments and highlight any such instances to programme faculty
- Complete Academic Integrity training as part of programme induction
- Be aware of the serious consequences of Academic Misconduct
- Be responsible for their own conduct and acknowledge the university assumes them to be capable of making informed decisions about their behaviour

10.2 Investigation in the case of academic misconduct

1. All allegations of suspected academic misconduct are reported to the Programme Manager
2. If academic integrity is suspected, further consultation is sought from the teaching faculty
3. Programme management email the University of Warwick apprising them of a potential academic integrity case
4. Learner is informed that they have been referred to the Academic Integrity Committee
5. Learner is encouraged to contact the Senior Tutor
6. University of Warwick Academic Integrity Committee investigate the case
7. A learner may be suspended from the education programme pending an investigation, and in all such cases, the investigation is processed as a priority.
8. Neither iheed nor the University of Warwick are liable for any delay to programme completion as a result
9. Following the investigation, the Academic Integrity Committee Secretary contacts the learner directly about outcome
10. Depending on the outcome, learners are either removed from the programme or supported as appropriate to continue

10.3 Consequences of failing to meet standards of academic integrity

- The policies are strict even if it's the first time your work has not met standards of academic integrity – you should expect to get a lower mark or fail the submission
- Even if your work has been found not to have met standards of academic integrity after you've graduated, you may be investigated and your degree may be withdrawn
- You could fail the assignment
- You could fail the module

- You could be removed from your course
- It could prevent you from practicing your chosen career (e.g. in medicine, teaching, social work)

Outside of plagiarism, the University of Warwick may expel a learner in serious situations involving:

- Health and safety breaches
- Breaches of academic policies
- Bringing the College or profession into disrepute

Further information may be found here:
https://warwick.ac.uk/students/supportservices/academic_integrity/

11. Programme Governance

11.1 Partnership Management - University of Warwick / iheed Partnership Strategy Group

Purpose:
The Partnership Strategy Group comprises senior colleagues in University of Warwick and iheed. It reviews performance and considers future strategic direction of the portfolio of programmes in the partnership. It also considers the structure of the key governance processes required for large-scale online delivery, ensuring equivalence of standard to other processes in WMS.

Areas of Responsibility

- **Partnership Management**
  - Management and interpretation of the Partnership Agreement
  - Material changes to the Partnership
  - Environmental impacts on the Agreement
    - Data Sharing / Data Protection
    - IT Security
  - Design of Governance Structures
  - Contingency Planning

- **Portfolio management**
  - Identification of, and timelines for, new courses
  - New classes of award
  - Management of key course personnel (e.g. Course Directors)

- **Course Review**
  - Considers outputs of annual reviews of existing courses
  - Performance and outcomes across courses / intakes
  - Equality, Diversity & inclusion statistics
  - Learner profiles (potential impact on course structure and content)

- **Recruitment Analysis**
  - Learner recruitment review
  - Award intentions and actual outcomes

- **Partnership Finance**
  - Fee Setting, including pricing strategies
  - Revenue Share
  - Revenue Projections

11.2 Academic Oversight – Course Management Group

Academic oversight of the course is provided by a Course Management Group with representatives from iheed and University of Warwick faculty and management. The Course Management Group is chaired by a senior professor from the central University of Warwick team and includes representation from the University's Education, Quality and Policy team.

The purpose of the Course Management Group is to develop, monitor and review the provision of the programme, ensuring academic and professional standards are maintained and that learners

receive fair and effective opportunities to learn in a stimulating and supportive learning environment.

Key Responsibilities

Programme Development

- Actively engage in all aspects of the curriculum development process including agreement of minimum intended programme learning outcomes, module content, mode of delivery, assessment strategy and review.
- Commit to providing current and emerging evidence in relation to the subject matter and overall programme content
- Respond to emerging policy, practice and evidence to ensure that the programme remains current.
- Ensure alignment with QAA UK Quality Code for Higher Education (2014), QQI's Core Statutory Quality Assurance Guidelines (2016), Assessment and Standards (Revised 2013) and the Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (2018) as relevant, University of Warwick policy and other relevant national policies.

Ongoing Monitoring

- Ensure that ongoing programme monitoring is conducted.
- Conduct Annual Programme Reviews
- Conduct full programmatic reviews every 5 years

Governance:

- Comply with University of Warwick instruments (Charter, By-laws and Standing Orders and Policies)
- Consider any matters to be referred to superordinate committees
- Ensure that recommendations made by external examiner and QAA / QQI (where appropriate) are considered and implemented as appropriate.
- Report into the Education Committee on a quarterly basis

Oversight

- Determine appropriate assessment approaches and oversee the assessment and examination process

Other Responsibilities:

- Consider opportunities for learner progression on completion of the programme.
- Identify appropriate faculty members who will positively engage in the delivery of the programme content.

Membership

- University Chair
- Programme Leads
- Module Leads
- Education Specialists
- Learner representatives
- Programme management
- Operations management (secretary)

11.3 Administrative Oversight – Programme Operations Group

Administration of the programmes reside within iheed and Warwick Medical School (WMS), with oversight of administration provided by the Programme Operations Group. The Operations Group is chaired by the Academic Director for the University of Warwick / iheed Programme and includes Head of Operations, Academic and CPD Programmes at WMS as well as administration colleagues from WMS and iheed.

This group meets fortnightly to consider:

- Learner recruitment and admissions
- Faculty and staff management
- Programme administration and logistics
- Learner records and progression management
- Learner finance
- Compliance with quality assurance obligations

11.3.1 Programme Administration

The iheed Academic Affairs department has significant experience in the management of postgraduate education offered to full time healthcare professionals undertaking education on a part-time basis. This team of programme managers and educationalists provide planning, administrative and logistical support to faculty and learners, ensuring the smooth operation of the programme. This team are normally the first point-of-contact for learner queries.

11.4 Assessment Oversight - Board of Examiners

The Board of Examiners is chaired by the WMS Academic Director for the iheed Programme and contains broad representation from across WMS and the University.
Members include:

- Chair - WMS Academic Director for the iheed Programme
- Secretary - WMS Head of Operations for PG Taught Courses
- WMS Director of PG Taught Courses
- WMS Academic Lead for Quality Assurance and Enhancement
- WMS Course Director
- iheed Director of Academic Affairs
- iheed Head of Programmes
- iheed Programme Lead
- External Examiner

The role of the Board of Examiners is:

- To apply the scheme of assessment criteria approved by the University.
- To approve the arrangements for the marking of examination scripts and assessed coursework.
- To determine the performance of individual candidates in terms of classification and progression.
- To apply agreed procedures for the consideration of extenuating circumstances in mitigation of poor performance in examinations and to decide the action to be taken in each case.
- To make recommendations to the University of Warwick Senate for the issuance of award or removal of learners

The Board of Examiners may also discuss and make recommendations for changes to the programme arising from the learner assessment process, including proposed changes to the marking schemes, for referral to the Course Management Group.

11.5 The role of the External Examiner

The External Examiner plays a key function in guiding and overseeing summative assessments. They are a member of the Board of Examiners and also given the opportunity to contribute to the enhancement of the learner learning experience during their term of their appointment.

Through the structure of the Course Management Group, the External Examiner is invited to contribute to curriculum development, providing critical friendship to programme teams, drawing on their experiences outside of University of Warwick and iheed to recommend good practice in enhancing learner experiences. A key function of the External Examiner is the scrutiny of marking and moderation of marking standards. External Examiners are invited to comment on the quality of academic provision, comparability of standards, assure themselves of strong inter-marker reliability and comment on learner performance during the Board of Examiners and in their independent reports.

To carry out this function the following processes are in place:

Assessment Authoring
Following authoring by tutors, and approval by the Assessment Lead, all formative and summative assessments are provided to the External Examiner. The External Examiner is invited to review these draft assessments for accuracy and to confirm that intended learning outcomes are being appropriately assessed.

Assessments are only considered final and available for publication to learners following signoff by the External Examiner.

Assessment Grading
The External Examiner has unfettered access to the Online Learning Environment and is able to review learner performance at any stage of the programme. Notwithstanding this access, following the grading and moderation process of each assessment the External Examiner is provided with:

- Broadsheet of results for the assessment
- Summary results with performance analysed across groups in a cohort and against historic performance
- Learner Submissions comprising:
    - Examinations
      The full set of learner submissions is provided to the External Examiner

    - Written Assessments & presentations
      A sample of submissions from the full range of performance which will include scripts from the top and bottom of the group as a whole, including those of borderline and failing candidates. This is normally in the range of 10-20% of the population, though the External Examiner may request more samples, and can independently review any submissions they wish on the Online Learning Environment.

Results are released to learners following confirmation of satisfaction from the External Examiner. In advance of the Board of Examiners the External Examiner is invited to informally meet with a selection of learners.

A formal External Examiner report is provided to the University of Warwick annually.

12. Programme Faculty

The term Faculty encompasses all persons contracted to provide key academic services to iheed or University of Warwick in areas including, but not limited to, programme design, development, delivery, assessment design and board membership. All programme, exam and academic board members fall under this category as well as all persons that deliver and assess learning e.g., Teaching Faculty.

12.1 Faculty recruitment and initial induction

All candidates follow a standardised selection process:

1. Expression of interest or application from the candidate
2. Provision of detailed programme overview document to candidate
3. Receipt and consideration of candidate curriculum vitae
4. Structured interview with candidate to include:
   - Candidate background and expertise
   - Overview of programme and responsibilities
   - 10-minute presentation by candidate
5. Ranking of candidate interview performance to standardised rubric. Candidates much achieve a minimum score of 60% to proceed
6. Recommendation of candidates to Programme Board for review and confirmation.

Incoming faculty are provided with training and guidance on the programme structure and regulations, learner and faculty support structures, online delivery, use of the Online Learning Environment, cultural sensitivities with international learners.

Teaching Faculty are provided with specific deliverables of their role as set out in the role specification. Fulfilment of these deliverables is monitored by the Programme Lead and Programme Manager and reported to the Course Management Group. Mechanisms for monitoring faculty performance include, but are not limited to:

- Programme Lead observations
- Learner feedback
- Programme Evaluation Forms
- Peer observations
- Assessment data analysis
- Formal and informal routes such as programme boards and programme discussion forums

12.2 Ongoing clinical updates

Faculty are provided with teaching and library / reference resources in the relevant clinical areas to ensure access to latest guidance and best practice. Module / Programme Leads are also facilitated to attend relevance conferences / professional events.

12.3 Excellence in Teaching

Peer review is a key part of faculty development and takes place on a structured basis for each module. Tutors review each other's teaching and offer constructive feedback for continuous improvement. Annual workshops and seminars provide opportunities for staff to learn about new teaching techniques and developments in Public Health share best practices, and receive feedback

from peers and external experts in the field of Public Health. These events can also serve as forums for discussion and collaboration, helping to build a strong and supportive community of educators.

Faculty are also provided with resources relevant to improving teaching and learning via the Teaching Faculty Resource page on the Online Learning Environment (OLE). These resources are reviewed and updated yearly to ensure current and relevant practices are maintained.

12.4 Assessment setting and correction

Specific training is provided around assessment setting and correction to ensure best practice in Medical Education is followed. This includes exam blueprinting, standard setting, inter-grader reliability, assessment for learning, feedback etc,

In addition to the above, iheed and University of Warwick provide opportunities for Faculty to network and share ideas at Faculty specific events and workshops to support pedagogy development, with opportunity afforded to attend conferences, symposia and other educational events if deemed appropriate for their position.

Faculty feedback is formally sought as part of the Course Management. This feedback is analysed and added to the Programme Report and helps inform the development of further faculty supports.

University of Warwick and iheed require all Programme Leads to continually monitor the performance of Teaching Faculty, provide feedback as appropriate and take any necessary action to address areas of concern and/or promote areas of excellent practice.

13. Programmatic Review

13.1 Overview

All courses in the University of Warwick & iheed partnership undergo regular review to ensure content is correct, assessments are appropriate, and learner performances and satisfaction levels remain high. A full course review is carried out annually (see below) and a programmatic review is undertaken every five years.

In addition, after each module, the key elements are reviewed by the iheed Programme Lead who will raise any issues with the tutor group and the WMS Course Director. Minor changes to content or assessment can be agreed and implemented immediately, if they do not require changes to the Module and/or Programme Approval documents.

13.2 Annual Review

The Course Management Group, led by the University of Warwick Course Director and iheed Programme Lead is expanded to include tutors, the Programme Manager and the colleagues from University of Warwick education and quality assurance committees. This group undertaken an annual review to consider:

- Course Content and Delivery – consider whether changes are needed to content or delivery
- Course Management – staffing levels, cohort structure, timings of delivery or assessments
- Learner Performance – consider module marks, progression rates, award marks and completion rates, and include comparison of gender, geographical region, profession
- Learner Feedback
- Tutor Performance and Feedback – review performance and feedback, consider training needs, and highlight good practice
- Academic Integrity – review of submissions and outcomes
- Learner Complaints – review of submissions and outcomes
- Learner Recruitment – review learner profiles as particular regions or professions may require more support
- Future Developments – agree a plan for any changes

13.3 Programmatic Review

Every five years, the programme undergoes a major programmatic review. This process involves consultation with industry experts, healthcare professionals, service users, and learners to gather feedback and identify areas for change and enhancement. Any necessary updates or changes to the curriculum are made based on the feedback received during the review process, ensuring that the programme remains relevant and effective in preparing learners to provide the highest quality of care to their patients.

Programmatic reviews consider all areas in the annual review and:

- **Curriculum Relevance:** to ensure the programme is relevant and responsive to advances in public health and emerging public health issues

- **Learning Outcomes:** to ensure the programme's learning outcomes are being met and graduates' career trajectories confirm that students are achieving the intended knowledge, skills, and competencies.

- **Teaching and Learning Methods:** to ensure the pedagogical approach leads to effective student engagement, understanding, and application of the course content.

- **Assessment Strategy:** to determine if they accurately measure student learning and achievement of outcomes. This also includes reviewing the feedback process to ensure it is supporting student learning and progression.

- Partnerships and Collaboration: to evaluate the effectiveness of partnerships with external institutions or stakeholders in enhancing student learning and opportunities.

- Outcomes and Impact: to examine the broader outcomes and impact of the programme, including the career paths of graduates, the programme's contribution to public health practice and policy, and its influence on health outcomes in the community.

14. Quality Assurance in Programme Development

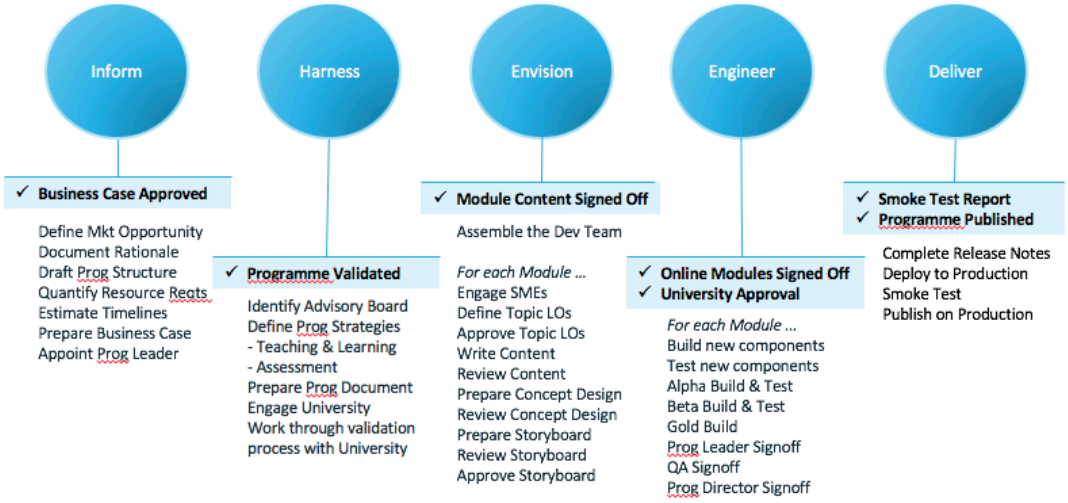
Governance

The Course Management Group and University of Warwick Education Committee are the key vehicles by which programme quality is assured. It considers all data emerging from continuous monitoring of the programme.

Content Development

To support the development of programmes, iheed and University of Warwick developed a structured process to guide the creation of each new postgraduate programme, or individual programme module, which includes well defined approval and quality checkpoints to quality assure the standard of content being developed and its alignment to the curriculum. The process incorporates project management, software development and quality assurance best practices in the development of online education programmes.

The below summarises the process used to quality assure the development of programmes by iheed and University of Warwick.



Inform

a) A business case is prepared in respect of any programme development proposal, including a justification that iheed has the infrastructure such as faculty and staff, facilities and finances to support the proposal.

b) In support of the business case, the Director of Academic Affairs will consult with relevant professionals, subject matter experts to define a preliminary programme structure and learning outcomes.

c) The iheed Senior Management Team reviews the business case and if there is agreement to proceed, an iheed Programme Leader is appointed.

QA Checkpoint: Business Case Approved by iheed SMT

Harness

a) The iheed Programme Leader and Director of Academic Affairs guide the development of the programme curriculum, including the structure, outcomes, teaching and learning strategies, assessment strategies and delivery arrangements.

b) The Programme Leader will also identify candidate Tutors and Subject Matter Experts (SMEs) to support the development and delivery of the programme.

c) A Programme Document is prepared and subsequently submitted to the University of Warwick, along with any additional paperwork required for validation, in accordance with university policies and procedures.
d) The University appoints a Course Director, who forms the Course Management Group. Other members of the Course Management Group will include:
    - Academics from both iheed and the University partner
    - External academics
    - Professional representatives.
e) The Course Management Group benchmarks the programme curriculum against international standards.

QA Checkpoint: Programme Validated by University

Envision

a) The iheed Programme Leader and Chief Product Officer assemble the multi-disciplinary team required to create the content and build the online instructional materials. A Project Manager is appointed to lead the team and ensure all quality checkpoints are followed and documented.
b) The Programme Leader will guide and approve the creation of the programme content and instructional materials for each module, as they progress through the following steps:
    - ✓ Define topic level learning outcomes, based on module outcomes
    - ✓ Write the content for the module, identifying relevant papers, 3rd party content etc.
    - ✓ Create an Outline Concept for delivery of the module online
    - ✓ Create Storyboards for how the instruction will be delivered online
c) At each of the steps above the content will be reviewed by both the Programme Leader and the Chief Medical Editor, with approval to move to the next step being given by the Programme Leader.
d) Approval and review to ensure adherence to educational standards, level of learning and learning outcomes is the responsibility of the Director of Academic Affairs.
e) Once the necessary approvals are in place, the Programme Leader will sign off the module content and instructional materials so that the module can be built on the iheed Learning Environment.

QA Checkpoint: Module Content Signed Off by iheed Programme Leader, Chief Medical Editor and the Director of Academic Affairs

Engineer

a) The multi-disciplinary team review the module Storyboards and discuss how they can best be transformed into rich, interactive and engaging online instructional materials. New innovative concepts may be prototyped at this point.
b) Any new interactive components are identified, developed and tested. This may include integration with new 3rd party content and/or tools.
c) Each module is subsequently built on the platform and handed off to the test team.
d) Full software development and testing practices are applied during this stage. As each new component and module is built, it goes through a copy edit, full content verification and functional testing by the test team. Issues are logged in purpose built issue tracking software (JIRA) and are tracked to resolution. Typically this follows a three-step build and test cycle of alpha, beta and gold builds.
e) Once the test team have declared the module as a 'gold' build, the iheed Programme Leader, Chief Medical Editor and Director of Academic Affairs review and approve each module on the Learning Environment, to confirm that the content and instructional materials are suitable for delivery to learners.
f) Finally, the module is made available to the University of Warwick Course Director for approval.

QA Checkpoint : Online Module Signed Off by iheed Programme Leader, Chief Medical Editor, Director of Academic Affairs. Online module review and approved by University of Warwick Course Director

The Test Team are part of the multi-disciplinary development team, whose role is to ensure each module is working as expected on the learning environment, across multiple device, operating system and browser combinations. The Test Team is led by a Test Lead and supported by Test Analysts. The types of testing performed by this team include:

- Content verification (ensuring no changes from the Storyboards)
- Functionality (ensuring each feature, button, error message etc. works as expected)
- Responsiveness (verification on different devices)
- Accessibility (ensuring content is properly tagged for assistive technology tools)
- Performance

The Test Team log issues in issue tracking software and subsequently conduct regression testing on all issues, once they have been addressed by engineering. The Test Lead provides a Summary Test Report to the Project Manager after each round of testing so that any recurring issues can be identified and addressed.

Deliver

a) iheed have a defined Release Process that ensures all approvals are in place before modules are moved from the Development Environment to a separate Production Environment. Release Notes are prepared and signed by the Programme Director, Programme Leader, Chief Medical Editor, Engineering Lead, Test Lead and Project Manager.
b) Release Notes are presented to and approved by the Director of Academic Affairs before the programme is moved to the Production Environment.
c) A final round of 'smoke' testing is completed on the Production Environment before the programme is officially published.
d) The programme will be made available to learners in line with the agreed academic calendar.

QA Checkpoint: Production 'Smoke Test' Report & Programme Published

Once the programme is live, it will be reviewed on an annual and subsequently five-yearly basis. Any changes to the programme outside of these planned reviews must be presented by the Programme Leader to the Director of Academic Affairs for review and a proposed plan put in place with the Chief Product Officer on when and how to deploy the change. All changes to the Production Environment must follow the Release Process described above.