

Module code: MOD004069	Version: 1 Date Amended: 23/Oct/2013
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1. Module Title
Public Health

2a. Module Leader	2b. Department	2c. Faculty
Null	Department of Leadership and Management	Lord Ashcroft International Business School

3a. Level	3b. Module Type
7	Standard (fine graded)

4a. Credits	4b. Study Hours
15	150

5. Restrictions			
Type	Module Code	Module Name	Condition
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Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:			

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description
<p>The continued importance of public health agenda has been emphasised by the publication of The World Health Report 2007 "A Safer Future: Global Public Health Security in the 21st Century" and The World Health Report 2008 "Primary Health Care Now More Than Ever." This shows how the world is at increasing risk of disease outbreaks, epidemics, industrial accidents, natural disasters and other health emergencies that can become a threat to global public health security. This module is aiming to improve the health of populations, through the use of best available evidence, prioritising services to those who are likely to experience greatest health threats and poorest access to services to achieve health gain. Public health is concerned with the distribution and natural history of diseases in populations and with the planning of preventive programmes and services for the treatment of disease. It seeks to raise the level of health in groups of people, rather than being concerned with the treatment of individuals. This module is designed to provide a conceptual and practical understanding of public health problems and to introduce the main concepts, principles and practices of public health. By exploring a range of scenarios, the students will gain an understanding of how commonly encountered public health problems can be approached. This module will cover the viewpoint of behind the public health action, the concepts and issues related to public health, how it grown up and the. Students will get the opportunity to explore different types of public health approaches to assess the burden of diseases in different communities and assessing the major threats to the health and intervention to counter health threats. There will be a number of formative assessment methods upon which we will draw including: Q&A sessions in class and group debates. There will also be a mock presentation before the final graded presentation. The summative assessment of this module will be assessed by group presentation and a piece of individual coursework, contributing a maximum of 50% in each to the final grade. This module prepares students for the healthcare workplace through providing a grounding in the challenges and environment they will work in. It also builds presentation and team-working skills in addition to analytical and evaluative skills. Multiculturalism has been considered during the design of this module and will be considered when the assessment brief is written.</p>

6b. Outline Content
<p>Indicative content will include: - The evolution and conceptual basis of public health: explaining the philosophy underpinning public health action, how it has evolved and how to apply it to health policies and practices. - Data/epidemiological investigation: describe variety of methods for presenting epidemiological data and use common epidemiologic tools, data sources and methods to outline a framework for assessing the health of a community. - The ways of describing patterns of health and disease in defined population: interpreting and evaluating work that applies key public health approaches including describing pattern of health problems in populations, assessing disease burden and methods and monitoring the health of the populations. - Impact of health threats on population health: finding the major threats to health and their distribution within populations - Interventions to counter health threats: identifying and implementing appropriate control measures and intervention to prevent health threats.</p>

6c. Key Texts/Literature

Key Texts: Baggot R. (2010) Public Health Policy & Politics, Palgrave McMillan Ltd Wilson, F & Mabhala M (2009) Key Concepts in Public Health, Sage Publications. Orme et. al. (2000) Public Health for the 21st Century, Mcgraw Hill Buse et al. (2005) Making Health Policy (Understanding Public Health), Mcgraw Hill Earle et al. (2007) Theory and Research in promoting public health, Sage and Open University Press Green J & Labonté R. (2008) Critical Perspectives in Public Health Routledge

Last Updated:

6d. Specialist Learning Resources

Research Journal Sources: BMC Public Health Critical Public Health European Journal of Public Health Journal of Public Health Global Public Health Useful Websites World Health Organisation - www.who.int UK Public Health Observatories - www.apho.org.uk Annual European health and welfare system - www.healthpowerhouse.com Centre for Global Development - www.cgdev.org

7. Learning Outcomes (threshold standards)

No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Analyse the philosophy of historical, political and conceptual basis underpinning the evolution and practice of public health
2	Knowledge and Understanding	Critically analyse the role of epidemiological data in investigating health needs
3	Intellectual, practical, affective and transferrable skills	Evaluate different public health approaches for describing patterns and health and diseases in defined population
4	Intellectual, practical, affective and transferrable skills	Critically analyse the major threats to health their distribution within a specified population and interventions to counter health threats

8a. Module Occurrence to which this MDF Refers

Year	Occurrence	Period	Location	Mode of Delivery
2016/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence

Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	12	1-4	1 hour lecture per week
Other teacher managed learning	24	1-4	2 hours seminar every week (seminars and classroom discussion will be used to develop relevant skills and knowledge and apply them through presenting, discussing and analysing relevant issues)
Student managed learning	114	1-4	Reading, research and analysis supported through the VLE and directed reading
TOTAL:	150		

9. Assessment for the above Module Occurrence

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Practical	1-4	40 (%)	Fine Grade	30 (%)
Details:	GROUP PRESENTATION				
Group Presentation. 15 minutes group presentation plus 5 minutes for questions and answers					
011	Coursework	1-4	60 (%)	Fine Grade	30 (%)
Details:	COURSEWORK 2500 WORDS				
Coursework. 2,500 words					

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

(a) achieve the qualifying mark for each element of fine graded assessment of as specified above

(b) pass any pass/fail elements