

Appendix 1: Programme Specification and Curriculum Map



1.	GENERAL INFORMATION	
1.	Programme Title:	Master of Public Health
2.	Final Award:	Master of Public Health
3.	Exit Awards:	PgC Public Health PgC Public Health with Social Action PgD Public Health Master of Public Health
4.	Awarding Body:	Glasgow Caledonian University
5.	Approval Date:	7 th December 2017
6.	School:	Health and Life Sciences
7.	Host Department:	Department of Nursing and Community Health
8.	UCAS Code:	NA
9.	PSB Involvement:	NA
10.	Place of Delivery:	GCU Glasgow GCU London
11.	Mode of Delivery	FT/PT/DLA
12.	Subject Benchmark Statement:	Faculty of Public Health Core Competency Framework (2010) QAA (2010) Master's degree characteristics
13.	Dates of PSP Preparation/Revision:	November 2017

2. EDUCATIONAL AIMS OF THE PROGRAMME

The philosophy underpinning the Master of Public Health is to prepare and develop public health practitioners to be able to prevent disease, promote health, and protect the well-being of the public through education, research and public health practice and service. Public health practice is defined by the UK Faculty of Public Health (2014) under the three key domains of health protection, health improvement and health services. Underpinning these themes are the functions of public health intelligence, academic public health and workforce development.

Despite global increases in life expectancy in the last 35 years (GBD 2015 Mortality and Causes of Death Collaborators 2016), there remains strong evidence that health inequalities continue to impact on public health efforts (WHO 2013). Indeed, widening inequalities are one of the key public health challenges for the 21st Century identified by the WHO (2012) alongside an ageing population, increasing levels of chronic disease, migration and urbanisation, environmental damage and climate change and the economic crisis. The public health workforce is recognised as key in taking forward the public health agenda to help address

these issues (Rechel and McKee 2014). In order to effectively facilitate this process, those working in the public health arena will require the appropriate and relevant knowledge, skills and attributes. UK wide, this commitment to the education and support of the workforce is acknowledged through the recent publication of the updated Public Health Skills and Careers Framework (Department of Health 2016) in order to help deliver the public health goals identified in the national Strategic Plan (Public Health England 2016). Key themes in the Skills and Career Framework (Department of Health 2016) are identified as public health action which is evidence based, focusses on joint working and holistic approaches, builds capacity and leadership at all levels, is outcomes driven, cost effective, sustainable and takes a system wide view. Public health competencies identified by the Faculty of Public Health (2010) recommend that those aiming to achieve the first phase of their speciality training should complete an academic course of study of one year full time equivalent. Consequently, students undertaking the Master of Public Health at GCU will be facilitated to develop the skills, knowledge and attributes to actively contribute, support and lead public health initiatives via a programme where the educational aims and objectives have been derived from these underlying principles.

The overall aim of the programme is to provide students from a wide range of professional backgrounds to undertake a taught Master of Public Health that will enable the acquisition of knowledge and understanding, applied knowledge and practical skills and key transferable skills that are of direct relevance for safe and effective public health practice.

The objectives of the programme are to encourage and enable students to practice in the manner that achieves the purpose of public health. The purpose of public health, as defined by the Faculty of Public Health is “The science and art of promoting and protecting health and well-being, preventing ill-health and prolonging life through the organised efforts of society” under the three key domains of health improvement, improving services and health protection (Faculty of Public Health 2010). The practice of public health involves efforts to improve the health of those members of the population who are at risk of poor health outcomes. Public health practice seeks to tackle wider determinants of health and wellbeing to address health inequalities, and protect the population from hazards which impact health (Faculty of Public Health 2016). Public health practice is therefore population based, emphasises collective responsibility for health and health protection and facilitated through effective partnership working with the state playing a key role. The learning outcomes for the programme have been mapped to Phase 1 of the Faculty of Public Health’s competency framework (2015) which in turn maps to the NHS Knowledge and Skills Framework and Public Health Skills and Knowledge Framework (Department of Health 2016).

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: [cross refer to the appropriate benchmark statement]

3A Knowledge and understanding;

- A1 Demonstrate knowledge and understanding of the principles and practice of public health theory and how these relate to practice, locally, nationally and internationally
- A2 Contribute to the protection and improvement of people's health that is underpinned by knowledge and understanding of appropriate theory and best evidence
- A3 Demonstrate knowledge and understanding of research methodologies and prepare a research proposal that is relevant to public health practice
- A4 Demonstrate knowledge and understanding of quantitative methods used in public health practice
- A5 Demonstrate knowledge and understanding of the role of health economics in public health service provision
- A6 Demonstrate knowledge and understanding of appropriate theory and best evidence that acknowledges the role of social action in addressing the wider determinants of health
- A7 Undertake a small research study on a topic of relevance to public health practice and compile a Master Dissertation that demonstrates knowledge and understanding of the research process
- A8 Undertake research and development to improve health and well-being

3B Practice: Applied knowledge, skills and understanding;

- B1 Undertake critical analysis, evaluation and synthesis of ideas, concepts, evidence and information.
- B2 Identify, clarify, explain and solve challenges associated with the advancement of knowledge in relation to the development and/or delivery of public health services
- B3 Search for and review research-based literature to underpin own practice and provide direction for further research and public health practice
- B4 Analyse and interpret information, evidence, knowledge and statistics
- B5 Undertake surveillance and assessment of the population's health and well-being

3C Generic cognitive skills;

- C1 Reflect on, and appraise, the actions of self and others in relation to the development and/or delivery of safe and effective public health services
- C2 Enhance understanding by synthesising and applying knowledge to familiar and unfamiliar situations and/or problems
- C3 Develop a broad and integrated understanding of the nature, scope, main areas and boundaries of public health practice in relation to self and others
- C4 Demonstrate skills in relation to promoting and protecting the population's health and well-being
- C5 Develop quality and risk management within an evaluative culture

3D Communication, numeracy and ICT skills

- D1 Work in a self-directed manner, taking responsibility for own learning and personal development
- D2 Develop communication and IT skills to underpin effective learning
- D3 Develop communication skills; written, oral and listening
- D4 Work effectively with others.
- D5 Underpin professional development by integration of theory and practice

D6 Develop enhanced awareness of connections between knowledge, skills and values in relation to self and others

D7 Demonstrate critical thinking and problem solving skills in a range of situations

3E Autonomy, accountability and working with others.

E1 Demonstrate the importance of developing collaborative working skills to promote and support health and well-being

E2 Demonstrate the skills required to develop public health programmes and services and reduce inequalities

E3 Demonstrate skills in relation to policy and strategy development and implementation to improve health and well-being

E4 Demonstrate the skills required to work with communities to improve health and well-being

E5 Provide strategic leadership for health and well-being

E6 Ethically manage self, people and resources to improve health and well-being.

The Strategy for Learning (2015-2020) is driven by the University's ongoing commitment to Quality Assurance and Enhancement and has been developed through a consultative process with staff, students, college partners and employers. Furthermore, the Strategy for Learning is informed by international and national developments and effective practice in learning, teaching and assessment.

The Strategy for Learning has taken cognisance of the changing landscape within Higher Education in terms of the external and internal environment; the changing needs of employers, the economy and society and the changing demands and expectations of our students. The Strategy for Learning (2015) <http://www.gcu.ac.uk/gaq/strategyforlearning2015-2020/> highlights the importance of:

- A transformative approach to learning
- Flexible learning pathways and partnerships, particularly with colleges
- Digital learning
- Learning and teaching excellence

As a central goal, the Strategy for Learning (2015-2020) aims to develop graduates who will be:

“Proficient in their discipline, enterprising, responsible and capable of fulfilling leadership roles in different organisational and cultural contexts”

In order to achieve this goal the SfL focuses on a distinctive approach to learning, teaching and assessment. This is based on engagement-led learning and real world problem solving, coupled with inter and multi-disciplinary curricula with opportunities for the co-creation and personalisation of learning. This approach is underpinned by a GCU model comprised of eight curriculum design principles (appendix 5) :

<http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/SfLCurriculumDevelopmentTemplate.doc>:



In the context of professional learning, the Master of Public Health recognises the importance of learners building upon their existing professional knowledge and skills. The programme, in embedding the Strategy for Learning and the GCU Common Good Curriculum (<http://www.gcu.ac.uk/theuniversity/commongood/>) promotes the Common Good Attributes, Active and Global citizenship, an Entrepreneurial mind-set, Responsible leadership and Confidence (**appendix 6**) and synthesises a range of pedagogies to enable further development of knowledge, intellectual, professional and transferable skills. A variety of teaching methods and approaches to learning are utilised to enable the integration of theory and practice and enhance students' progression and development.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

The Master of Public Health has been developed within the Scottish Credit and Qualification Framework as a modular programme and follows the standard Glasgow Caledonian University structure for Postgraduate programmes comprising 120 credits for PgD and 180 credits for Master level awards. The curriculum offers full-time and part-time study pathways and must be completed within a period of five years. The programme is also offered both onsite and online depending on recruitment of viable numbers for each mode of delivery.

The Master of Public Health programme will offer both full time and part time study routes and delivered by SHLS staff across two sites, GCU Glasgow and GCU London. An initial target cohort of 15 students is proposed as outlined in the appended Business Case. There would be one intake per academic year starting September 2018; this is intended to negate the potential risk for small numbers of students entering the programme should 2 entry cycles exist. The move to one entry point is proposed to ensure efficient use of resources and optimise the student experience

Exit awards

Students who meet eligibility criteria may exit with the following academic awards:

- Post-graduate Certificate (PgC) Public Health
- Postgraduate Certificate (PgC) Public Health with Social Action
- Post-graduate Diploma (PgD) in Public Health
- Master of Public Health(MPH)

Post Graduate Certificate in Public Health

To be eligible for the award of PgC in Public Health, the student must attain accreditation of 60 SCQF points at Level 11 from any of Public Health core and elective modules, namely:

- The Principles and Theory of Public Health Practice
- Epidemiology: Principles, Application and Evaluation in Practice
- Social Action Approaches in Public Health
- Health Economics
- Applied Statistics and Data Analysis for Public Health
- Navigating the Policy Context
- Infection Prevention and Control in a Global Context
- Evidence Based Public Health
- Advanced Research Methods

A maximum of 30 points may be attained through RPL.

Postgraduate Certificate in Public Health with Social Action

To be eligible for the award of PgC Public Health with Social Action the student must attain accreditation of 30 SCQF points at Level 11 from

- The Principles and Theory of Public Health Practice
- Social Action Approaches in Public Health

Plus 30 credits from any of the other core or elective Public Health modules, namely:

- Epidemiology: Principles, Application and Evaluation in Practice
- Health Economics
- Applied Statistics and Data Analysis for Public Health Navigating the Policy Context
- Infection Prevention and Control in a Global Context
- Evidence Based Public Health
- Advanced Research Methods

A maximum of 30 points may be attained through RPL

Post Graduate Diploma in Public Health

To be eligible for the award of PgD in Public Health, the student must attain accreditation of 120 SCQF points with a minimum of 90 being attained at Level 11. 75 points must be attained from the 5 core Public Health specific modules, namely:

- The Principles and Theory of Public Health Practice
- Social Action Approaches in Public Health
- Epidemiology: Principles, Application and Evaluation in Practice
- Health Economics
- Applied Statistics and Data Analysis for Public Health

And a further 30 points accreditation must be gained through study of the Advanced Research Methods module.

The remaining 15 points must be attained from the successful completion of one of the elective modules within the programme, namely:

- Navigating the Policy Context
- Infection Prevention and Control in a Global Context
- Evidence Based Public Health

A maximum of 60 points may be attained through RPL.

Master of Public Health

Students who are eligible for the award of PgD in Public Health will also be eligible to undertake the Master Dissertation module. Successful completion of this module will confer 60 points and lead to the award of Master of Public Health (total accreditation of 180 points). A minimum of 90 points must be gained through study of modules that are part of the programme, with 30 points accreditation being gained through study of the Advanced Research Methods module. A maximum of 120 points may be attained through RPL.

Programme Structure

The modules are designed to be delivered over three trimesters across the academic year. The core modules are indicated below. In addition, students are required to access an elective module within the Master of Public Health programme to a total of 15 SCQF points. These are subject to availability and will be available according to cohort numbers and preference.

Module	Credits	Trimester A	Trimester B	Trimester C
Core				
Advanced Research Methods	30	x		
The Principles and Theory of Public Health Practice	15	x		
Epidemiology: Principles, Application and Evaluation in Practice	15	x		
Social Action Approaches in Public Health	15		x	
Health Economics	15		x	
Applied Statistics and Data Analysis for Public Health	15		x	
Master Dissertation	60			x
Elective – one from the following				
Navigating the Policy Context	15		x	
Infection Prevention and Control in a Global Context	15		x	
Evidence Based Public Health	15		x	

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

The School of Health and Life Sciences is committed to equipping students with the skills they require to become both successful students and competent practitioners. In implementing the University's Strategy for Learning (2015-2020) (GCU, 2015) <http://www.gcu.ac.uk/gaq/strategyforlearning2015-2020/>, the School acknowledges the diverse range of previous academic and practice experience and strives to enable every student to attain their highest possible level of professional and personal development. All of the programmes within the School attract students from a variety of educational backgrounds, including mature students and those who meet non-traditional entry requirements and students with specific needs. Each Department also has an Academic Disability Coordinator.

Academic guidance provision within the School aligns with the University's Student Experience Framework (2013-2017) <http://www.gcu.ac.uk/engage/yourlearningexperience/studentexperienceframework/> which aims to ensure that all students develop the cognitive and generic skills necessary to maximise their learning opportunities, academic, career and personal development. Students are appointed an academic advisor upon commencement of their studies in line with University policy and they provide appropriate support on a regular basis. Students undertaking this programme are provided with supported sessions regarding the expectations of Master level study.

Additionally, within the School of Health and Life Sciences a team of Academic Development Tutors (ADTs) provide confidential, tailored student learner support, with referral to appropriate services if required. The ADTs adopt a flexible and shared approach that allows students to identify the skills that they would like to develop e.g. essay-planning, note taking, interpreting coursework feedback, balancing university with work and other commitments and revising effectively for exams. This is facilitated through embedded tutorials, lectures and seminars alongside a weekly workshop programme and drop-in sessions. The ADTs have also developed blended learning materials and web resources to support students in their development of graduate attributes. A mix of delivery methods ensures sufficient accommodation for students who have competing demands on their time and differing preferences in terms of mode of engagement and learning.

All activities follow an enhancement model to equip students with academic skills tailored to their programme. The ADTs adopt an academic literacy approach, making explicit to students the expectations that staff have of their work and providing progressive support as students develop the skills necessary to meet those expectations. The ADTs work closely with colleagues in academic roles throughout the School to develop a programme of activities which are both incremental in complexity, and delivered at a time when students need particular input. Key areas within the learning and teaching strategy of the School, such as inquiry based learning and reflection, have also been incorporated as core themes. The sessions also have a strong focus on the applicability of developing sound academic skills for public health practice and lifelong learning as an evidence-based practitioner. The team also notes the strong role of emotion in learning and the impact this can have on student confidence and participation. Therefore, there are aspiration and confidence raising elements to all activities.

The Programme team comprises of the Programme Leader, Module Leaders and module tutors. The team has wide ranging knowledge, skills and expertise in learning, teaching and assessment, which supports programme delivery and aligns with meeting the needs of the student population. A designated programme co-ordinator who provides additional expertise supports the programme. Together the team offers advice and guidance to the students throughout the duration of their study. Included are issues such as:

- Advising applicants with respect to admission criteria.
- Providing information, guidance and support for Flexible Entry.
- Provide information, guidance and support for RPL.
- Providing information and guidance during induction
- Compiling a Student Framework Handbook, this is issued at the beginning of their programme and posted on the GCU Learn site.
- Compiling a Module Guide for each module the student is undertaking.
- Developing and maintaining module and programme GCU Learn sites.
- Providing academic guidance and supervision in relation to formative and summative assessments.
- Providing written feedback on all submitted course work (formative or summative) in

- line with policy Feedback for Future Learning.
- Supporting students and clinical supervisors in relation to work related learning.
- Facilitating multiple communication channels for students via telephone, E-mail and GCU Learn.
- Offering opportunities for those students requiring additional support and Academic guidance.
- Utilising the services of the School Disability Advisor where appropriate.

Central services and facilities for students available within the University

Services and facilities can be accessed by students on line via the Student Home Page at <http://www.gcu.ac.uk/student/> . Support for students and their learning includes:

- IT Helpdesk and email
- GCU Learn and audio visual services
- Saltire Learning Centre/Library
- Academic Development Tutors
- Students association - Finance, child care, counselling and accommodation
- Disability advisor
- Campus Life Desk

Learning environments are distributed throughout the University, where students have computer, Learning Café and Library services. Study space can be accessed within the Saltire Centre and general assistance is available to all students via the Campus Life Desk.

The University's Student Complaints and Grievance Procedure explain the procedure by which students can make a complaint about any service which is part of the University's provision. Information can be accessed via the student page of the University web site:

<http://www.gcu.ac.uk/gaq/appealscomplaintsstudentconduct/complaints/>

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:

Applicants who have successfully completed a first degree (Honours level or equivalent) to a minimum standard of 2:2 within a relevant field will be eligible to enter the Master of Public Health programme. Relevant fields may include, but are not restricted to: Medicine, Nursing, Dentistry, Allied Health Professions, Microbiology and Chemistry. In considering applicants' existing qualifications, the University's Guidelines for flexible entry (both experiential and certificated prior learning) will be taken into account.

English Language proficiency

In line with University requirements, an applicant whose first language is not English or who has not been educated wholly or mainly in the medium of English will be expected, before

commencing the programme, to demonstrate a suitable minimum level of competency in the English Language. For the Master of Public Health programme, students will be required to attain an Overall Band Score of 6.5 in the International English Language Testing System (IELTS), with no element below 6.0.

RPL:

Each claim will be considered on an individual basis, based on University and School procedures. Flexible entry is the generic term which refers to the procedures whereby students are awarded credit for entry to a programme or towards an award, on the basis of previous learning. The term incorporates both Credit Transfer and Recognition Of Prior Informal Learning (RPIIL). RPL is an integral component of GCU's Strategy for Learning 2015-20. The GCU Guidelines for RPL are consistent with the Scottish Credit and Qualifications Framework guidelines for Credit Transfer and RPL. In line with the University's Guidelines for RPL, students entering the Master of Public Health programme will be able to claim prior credit up to 50% of the exit award to PgC and PgD level and a maximum of 120 points associated with the Master of Public Health award.

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiner(s) Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy and Practice Committee (APPC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board

- Module Feedback Questionnaire
- GCULearn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor

Staff development priorities include:

- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at:
<http://www.gcu.ac.uk/gaq/regulationsandpolicies/assessmentregulationsandassociatedpolicies/>

9. INDICATORS OF QUALITY AND STANDARDS

Mechanisms for review and evaluation of teaching, learning, assessment, curriculum and outcome standards:

- Module Leader responsibilities as per University Quality Assurance and Enhancement Handbook.
- Module evaluation on completion of each module
- Biannual review by School's Quality and Enhancement Committee of all modules 'owned' by the School of Health and Life Sciences
- Annual Programme Analysis External Examiners Reports
- Academics acting as External Examiners in other Higher Education Institutions
- Enhancement led internal subject review – 5 year cycle

Committees with responsibility for monitoring and evaluating quality and standards:

- Student/Staff Consultative Group
- Assessment Board
- School Board
- Departmental Learning, Teaching & Quality Committee
- Academic Policy and Practice Committee
- University Learning and Teaching Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group
- Student representation on Programme Board
- Student representation on School Board
- Module Evaluation Strategies
- GCU Learn
- Access to members of Programme Team e.g. Module and Programme Leader, tutors

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Module Guides
- University Website <http://www.gcu.ac.uk>
- School Website
- GCU Learn
- University Prospectus

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: **November 2017**

Curriculum Map

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules

Programme outcomes

	Code	Title	A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D 5	D 6	D 7	E 1	E 2	E 3	E 4	E 5	E 6
	MMB7244 91	Advanced Research Methods			x				x	x		x	x			x		x		x	x	x	x	x	x				x			x
	MMB7250 29	The Principles and Theory of Public Health Practice	x	x						x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	MMB7250 27	Epidemiology: Application and Evaluation in Practice	x	x			x			x	x	x	x			x		x	x	x	x	x	x	x	x		x					x
	MMB7250 21	Social Action Approaches in Public Health					x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	MMB7250 20	Health Economics				x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	MMB7250 24	Applied Statistics and Data Analysis for Public Health			x	x				x	x	x	x	x		x		x	x	x	x	x	x	x	x							x
LEVEL M	MMB7250 19	Navigating the Policy Context	x							x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x

MMB7250 30	Infection Prevention and Control in a Global Context		x						x	x	x	x	x			x	x	x	x	x	x	x	x											x
MMB7250 26	Evidence Based Public Health	x	x	x					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x			
MMB7244 68	Masters Dissertatio n					x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x										x		