COURSE HANDBOOK 2015-16

PG Dip/MA International Health Promotion
PG Cert/PG Dip/MA Health Promotion
PG Dip/MA Health Promotion & Education
PG Dip/MA Health Promotion & Management
(Last course review September May 2011, next review March 2016)

Course Leader: Carol Williams
University of Brighton
School of Health Sciences
Post-Graduate Academic Education Programme

Version of 6 August 2015
Welcome
Welcome to the Masters Programme at the University of Brighton. This Course Handbook is for the four Health Promotion masters/postgraduate study courses:

- Health Promotion,
- International Health Promotion,
- Health Promotion & Education,
- Health Promotion & Management

The Health Promotion masters courses are part of the post-graduate academic education programme (see - http://about.brighton.ac.uk/hss/courses/gphss/). This graduate programme is designed to provide a flexible study programme for continuing educational and professional development in health and allied professions. Students can access, (where appropriate), a wide range of modules from other courses participating in the Graduate Programme including those delivered by Department of Medical Education in the Brighton & Susses Medical School (BSMS), Brighton Business School (BBS), School of Applied Social Science (SASS). This allows you to tailor your route of study to meet your personal and professional needs. Taking modules with students on other masters and with different backgrounds and perspectives provides a rich multi-disciplinary learning environment.

This handbook provides information on how the Health Promotion courses are managed, the course rationale and structure, our learning strategies and assessment procedures. It should be read in conjunction with the Graduate Programme handbook see http://about.brighton.ac.uk/hss/courses/gphss/?PageId=400 which sets out the generic programme-wide procedures in more detail such as assessment regulations, referencing guidelines, dissertation processes and information services.

If you have any queries, please get in touch with the Course Leader (Carol Williams) or the postgraduate programme administrator (Jenny Kam), or other members of the Course Team as appropriate.
COURSE LEADER

Carol Williams – Senior Lecturer in Health Promotion & Public Health, School of Health Sciences – Room 260, Mayfield House (Falmer Campus) (0.8 FTE – usually in office Mon, Tue, Thur )
Email address C.Williams2@brighton.ac.uk Tel 01273 644080

Carol is a Public Health Nutritionist with a long experience of working on food and health issues in the UK and internationally, primarily in the public and Non-Government Organisation sectors. In addition to course leading the masters in health promotion, she lead masters modules on ‘Foundations of Health Promotion’, ‘Infant feeding and Public Health’, ‘Global Health Promotion’, plus the ‘Nutrition in Public Health' module for Brighton and Sussex Medical School. She teaches infant feeding and public health to undergraduate nursing, health and public health students.

Within the University of Brighton’s Health Promotion: Practice and Policy research area in the School of Health Science Centre for Health Research http://www.brighton.ac.uk/healthresearch, Carol leads the Obesity Prevention, Physical Activity and Nutrition theme. Current research projects include an investigation into satiety and breakfast choices, attitudes of 16-18 year olds to healthy eating at college, and introduction of solid foods to infants.

She joined the University of Brighton in 2011, after completing a secondment in the London Regional Public Health Group ‘Healthy Weight Team’, as the London –Lead for Early Years Nutrition and Regional Infant Feeding Coordinator. For the previous 20 years she has combined part-time employment teaching nutrition policy and infant feeding at the UCL Institute of Child Health, London School of Hygiene and Tropical Medicine and University of Westminster, with consultancy work for agencies such as WHO, UNICEF, UK Food Standards Agency, Save the Children Fund, Ministry of Health Philippines, World Alliance for Breastfeeding Action.

She was awarded a University of Brighton award for Excellence in Facilitating and Empowering Learning in July 2015

COURSE TEAM

Jenny Kam - Health Promotion Programme Administrator
School of Nursing & Midwifery - Westlain House, (Falmer campus)
Email address nam.pg@brighton.ac.uk Tel 01273 644076

Laetitia Zeeman – Senior Lecturer , Mental Health, www.brighton.ac.uk/snm/contact/
Westlair House (Falmer Campus)
Email address L.Zeeman@brighton.ac.uk Tel 01273 644194

Laetitia Zeeman has an academic and clinical practice background in mental health, narrative therapy and healthcare governance gained in the UK and South Africa that acts as foundation to her current activities at the University of Brighton. She is interested in developing knowledge and practices that question dominant discourses of health and recognise the strengths and abilities of people when they face adversity or have gained experience of mental health problems. Scholarly interests include health and social inequalities, the sociology of health, culture and health, queer theory, and resilience as a form of action over time. Her research explores the intersections between gender, sexuality and mental health via the narratives people tell of their lives and how these stories inform identity formation and wellbeing. The political aim of this work is to bring about material change. She leads module NAM116 – Culture, community health and wellbeing.

Sofie Franzen – Visiting Teaching Fellow. Anthropologist and Health Promotion specialist, The Bridge Community Education Centre, Brighton

Sofie has extensive experience in community development and completed the Masters in health promotion at University of Brighton in 2011. She lead module NAM87 – Health Promotion Practice
Caroline Hall – Visiting Teaching Fellow, and health promotion specialist. Email address Caroline.Hall@brighton.ac.uk Tel 01273 644169

Caroline was a health promotion researcher at our Centre for Health Research for more than 10 years and has been intensively involved in the production of health promotion competencies. She leads module NAM88 – International Dimensions of Health Promotion.

Dr Nigel Sherriff – Senior Research Fellow and Chartered Psychologist, Centre for Health Research www.brighton.ac.uk/snm/contact/. Room 250, Mayfield House (Falmer campus) Email address Nigel.sheriff@brighton.ac.uk Tel 01273 644169

Prior to working in the Centre for Health Research (CHR), Nigel worked as a psychology lecturer and examiner in Yorkshire before completing his PhD in Educational Research at Lancaster University. In 2005 he went on to work as a researcher at the Trust for the Study of Adolescence (TSA), and moved to the University of Brighton in 2007. He is an Associate Fellow of the British Psychological Society (BPS), a BPS media contact and Chartered Psychologist as well as a Chartered Scientist.

Nigel is a researcher in health promotion covering theory, policy, and practice, especially with an international focus. Areas of specific interest and expertise include 1) sexual health promotion and HIV prevention; 2) healthy public policy and health inequalities; 3) physical activity and obesity prevention, and; 4) parenting (fatherhood). His research is underpinned broadly by the settings approach to health promotion which brings a more salutogenic perspective and emphasises a key shift away from reductionist and pathogenic perspectives on individual health problems, risk factors, and linear causality. Nigel's research interests are driven strongly by a social justice agenda, along with a desire for research to be collaborative and participatory with demonstrative social impact which ultimately tackles disadvantage. Nigel teaches sessions on core health promotion modules, reviews dissertation proposals and supervises dissertations relating to his areas of expertise.

Estelle Whevell – Administrator, Postgraduate Education Team, Academic Services Room 336, Mayfield House, (works Tues, Wed, Thurs, Fri 9am until 4.30pm.) Tel: 01273 642060 E mail address GPHSS@brighton.ac.uk Tel 01273 642070
1. COURSE INFORMATION

Course Title and Award
MA Health Promotion
  - PG Diploma Health Promotion
  - PG Certificate in Health Promotion
MA International Health Promotion
  - PG Diploma International Health Promotion
MA Health Promotion & Management
  - PG Dip Health Promotion & Management
MA Health Promotion & Education
  - PG Dip Health Promotion & Education

School of Study
School of Health Sciences

Mode of Study
Full time
Part time

These courses sit within the framework of the Modular Post graduate academic programme in Health and Social Sciences which allows a maximum of 6 years for completion of an MA part time.

| All students need to complete a registration form at the beginning of each academic year and also register for any modules they wish to take during the next academic year. |

Useful information and contacts
It is important to check that your chosen modules are running at the times you want to take them. Module dates, venues and availability information is provided on the weblink: http://about.brighton.ac.uk/hss/courses/gphss/. Contact: Estelle Whewell or Abby Barras on gphss@brighton.ac.uk or telephone 01273 642070/ 2060

Calendar dates
Induction event
  - Friday 25th September 9.00-4.30 Falmer Campus
Assignment hand-in Dates
  - Monday 7th December 2015
  - Monday 1st February 2016
  - Monday 11th April 2016
  - Monday 6th June 2016
  - (Monday 7th September 2016 [Monday 21st Sept for dissertations] )

Please check the above hand-in dates with individual Module Leaders

Student Intake – usually 6-14 per year
Funding - Self funded and/or employer sponsorship

2. COURSE DESCRIPTIONS

The broad aims of all our Health Promotion courses are to enable students to develop and extend their knowledge and skills in relation to internationally recognised core competencies in health promotion and public health so that on completion of the course, students can operate effectively in local, national and international contexts.

Global health issues are considered throughout our teaching making courses relevant to participants from all types of economies. The International Health Promotion award includes a learning experience placement in a country other than the student’s own; for students from outside the UK the placement is typically within a local health promotion facility in England.
Students are encouraged to reflect and evaluate their own values and practices, and are supported to better understand the complex and dynamic nature of health promotion processes and public health policy, and their relationship with underlying themes of social and health inequalities.

Courses are offered as Masters (180 credits), postgraduate diploma (120 credits) or postgraduate certificate (60 credits).

2.1 COURSE AIMS

The aims of the programme are generic to each of the Health Promotion pathways and are designed to match the internationally agreed core competencies for Health Promotion Practice as follows:

- To provide a level 7 programme of study in health promotion to meet the individual and professional needs of students to enable them to develop and extend core competencies in health promotion, utilising a participatory learning environment and within the flexibility of a modular scheme.

- To facilitate students in an autonomous, critical and evaluative reflection of their health promotion practice, through the application of knowledge and skills that will enable them to function effectively in local, national and international contexts.

- To enable students to understand the complexity and dynamic nature of health promotion processes and public health policy, particularly at international level, and relate this to underlying themes of social and health inequalities and their own values and practice.

The International Health Promotion MA, by virtue of the International Dimension of Health Promotion module which involves a placement has an additional course aim as below.

- To provide students with the opportunity to practice and develop health promotion knowledge and skills, facilitating the acquisition of practical experience and comparative learning within an international placement in a country other than their own.

The following aims are specific to the management pathway:

- To enable the students, to function effectively at managerial level, and within the field of health promotion.
- To enable students to combine their management experience with health promotion knowledge and skills.

The following aims are specific to the education pathway:

- To facilitate students in an autonomous, critical and evaluative reflection of their practice, and to enable them to relate knowledge and skills gained through the health promotion modules to their educational practice.
- To enable students to combine their experience in education with health promotion knowledge and skills
- To develop a broader perspective on their role as educators through the appreciation of their responsibilities for course/programme/module design and management.

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2.2 COURSE LEARNING OUTCOMES
The following learning outcomes are applicable for each of the pathways.

Knowledge and theory:

1. Apply a critical appreciation of the philosophical, anthropological, ecological, biomedical, psychological, sociological, political, economic and ethical factors influencing lay and professional concepts of determinants of health and implications for health promotion practice globally.

2. Critically examine and conceptualise the principles underpinning the theories, values, models and approaches to health promotion and public health, including a critical application to practice and international contexts.

3. Synthesise learning in order to construct an awareness of personal and professional development related to their sphere of practice and competences in health promotion including advocacy, enablement, mediation, communication and leadership. (Additional clause for International HP “and working in different cultures or countries than their own”).

4. Critically appraise research; and apply as relevant, to evidence-based assessment of needs, planning, implementation and evaluation of health promotion interventions.

5. Demonstrate a reflective and critical understanding of enablers and tensions in policy and practice, and debate the professionalization of health promotion.

Transferable (life-long learning) skills:

6. Produce ideas verbally and through academic writing of level 7 standard that communicate clear, cogent and appropriately referenced ideas with confidence.

7. Make appropriate use of information technologies to aid practice including use of electronic communications and searching sources of information on the internet.

8. Work in small groups on complex, problem-solving exercises with time constraints and limited resources.

9. Synthesize complex information affecting health and present it to a range of audiences.

10. Demonstrate enhanced skills in advocacy, enablement, mediation, communication and leadership.

Applicable to the ‘and management’ route:

- The ‘and management’ route would be expected to demonstrate stronger critical understanding, knowledge and skills of the leadership, planning, implementation, evaluation and mediation health promotion competencies, as well as aspects of managerial practice of particular interest to the individual student. Depending on the optional modules chosen this could include clinical governance and its application to service delivery, public policy implementation and delivery of key concepts in change management, finance management, managing people and strategy planning.

Applicable to the ‘and education’ route:

- The ‘and education’ route would be expected to demonstrate stronger critical understanding, knowledge and skills of the communication, enablement and ethical values health promotion competencies, as well as aspects of educational theory and student learning and teaching techniques relevant to their practice.

The course has been developed to correlate with the relevant descriptor in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland.
2.3 STRUCTURE OF THE COURSES

The University Year is divided into two Semesters:
Semester 1: October – end of January,
Semester 2: February- September.

All Health Promotion students will be in University together for the two mandatory modules:

- NA7122 Foundations of Health Promotion (Semester 1)
- NAM 87 Health Promotion Practice (Semester 2)

Students on the MA International Health Promotion or MA Health Promotion pathways are required to take at least one of the Optional/Mandatory modules which run on alternate years:

- NAM116 Culture, community health and wellbeing (Semester 1 – 2016)
- NA7123 Global Health Promotion (Semester 1 - 2017)

In the event that either of the optional/mandatory modules are not available, students can, (in consultation with the Course Leader) choose from other modules within the Graduate Programme which are relevant to their pathway of study.

Depending on the pathway chosen (see programme outlines page 9) students then choose two or three optional modules. Students on the "& Management" or "& Education" pathways must choose optional modules which are management or education related (see below). Students on the International Health Promotion pathway have no optional modules and are required to take the 40 credit NAM 88 module which includes a placement in a country other than the students own (minimum of 15 days). The Course Leader will advise you on your optional modules choices, in consultation with relevant partners from other schools.

If no masters (level 7) module on a particular topic is available, students may take up to 30 credits from level 6 (final year degree level) modules if agreed with the Course Leader.

| Typical optional modules taken by Health Promotion students |
|---|---|---|
| Code | Title | Delivered by |
| MKM30 | Social Marketing | Brighton Business School, Moulescomb Campus |
| MDM83 | Nutrition in Public Health | DME, BSMS, Falmer campus |
| NA7138 | Infant Feeding and Public Health | School of Health Sciences Falmer campus |
| NAM44 | Health Law and Ethics | School of Health Sciences Falmer campus |
| MDM12 | Epidemiology | DME, BSMS, Falmer campus |
| MDM33 | Health Protection | DME, BSMS, Falmer campus |
| NA3134 | Sexual Health Adviser (level 6) | School of Health Science Falmer campus |
| HEM71 | Contemporary Issues in the Health and Wellbeing of Older People | School Health Professions, Eastbourne campus |
| ECM15 | Behavioural economics | Brighton Business School, Moulescomb Campus |
| NA6171 | Community Engagement – volunteer placement module. (level 6) | Taught programme School of Health Science, placement locations vary. Falmer Campus |

| Typical module choices for ‘& Management’ route |
|---|---|---|
| Code | Title | Delivered by |
| MKM30* | Social Marketing* | Brighton Business School, Moulescomb Campus |
| MDM05* | Knowledge management* | DME, BSMS, Falmer campus |
All students are required to take a Research Methods module before commencing their dissertation. If you do not have a research background, you are strongly recommended to take a Research Methods module in Semester 1 so that you are better able to critique the research literature when submitting assignments for your other modules.

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<tr>
<th>Typical Research Modules</th>
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<tr>
<td>Code</td>
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<tr>
<td>MDM10</td>
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<tr>
<td>NAM69</td>
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<td>NAM13</td>
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<td>SS749</td>
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<tr>
<td>HEM07</td>
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<tr>
<td>NAM112</td>
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<tr>
<td>MDM66</td>
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The dissertation can be through literature review, empirical research or a work-based project arising out of the programme of study in health promotion. (A work-based project would be expected to include aspects of portfolio, project description, appraisal and evaluation of its impact in practice.)

Students taking International HP are expected to include an international perspective within their dissertation. Students taking an "& Management" or "& Education" pathway are expected to produce a dissertation with a management or educational focus, to be agreed with the Course Leader and dissertation supervisor.

Students wishing to gain a PG CERT through the ' & Education ' pathway must have current employment in an education-related setting (or can arrange one) which includes a minimum of 15 hours involvement in teaching per week. This offers the opportunity to combine vocationally relevant study for the Certificate in Health & Social Care Education with the academic prestige of an MA award in Health Promotion.

Taught modules typically have around 30 hours of contact time, and should be accompanied by around 170 hours of private study/ independent research and preparation of the module assignment. Additional seminars and sessions are available throughout the year to enhance students learning and experience of study and engagement in the discipline.
Summary of Programme Structure for the 4 Masters routes.

### MA Health Promotion

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<tr>
<th>Award</th>
<th>Modules</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Exit award PG Certificate in Health Promotion</td>
<td>NA7122 Foundations of Health Promotion</td>
<td>20 Credits</td>
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<tr>
<td></td>
<td>NAM87 Health Promotion Practice</td>
<td>20 Credits</td>
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<tr>
<td></td>
<td>Either: NA7123 Global Health Promotion</td>
<td>20 Credits</td>
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<td></td>
<td>Or: NAM116 Community, Culture and Wellbeing</td>
<td>20 Credits</td>
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<tr>
<td>Exit award PG Diploma in Health Promotion</td>
<td>2 optional modules from the Graduate programme (or APL credits)</td>
<td>40 Credits</td>
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<td></td>
<td>1 research module from Graduate programme</td>
<td>20 Credits</td>
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<tr>
<td>MA Award in Health Promotion</td>
<td>NAM96 Dissertation, choice of focus</td>
<td>60 Credits</td>
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<td>120 credits</td>
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### MA International Health Promotion (Masters with international placement)

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<th>Award</th>
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<tr>
<td>Exit award PG Certificate in Health Promotion</td>
<td>NA7122 Foundations of Health Promotion</td>
<td>20 Credits</td>
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<tr>
<td></td>
<td>NAM 87 Health Promotion practice</td>
<td>20 Credits</td>
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<tr>
<td></td>
<td>Either: NA7123 Global Health Promotion</td>
<td>20 Credits</td>
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<td></td>
<td>Or: NAM116 Community, Culture and Wellbeing</td>
<td>20 Credits</td>
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<tr>
<td>Exit award PG Diploma in International HP</td>
<td>NAM88 International Dimensions of Health Promotion (15 day placement in country other than student’s own)</td>
<td>40 Credits</td>
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<td></td>
<td>1 research module from Graduate programme</td>
<td>20 Credits</td>
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<tr>
<td>MA Award in International HP</td>
<td>NAM96 Dissertation with an International focus</td>
<td>60 Credits</td>
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<td>180 credits</td>
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### MA Health Promotion and Management / Education

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<th>Award</th>
<th>Modules</th>
<th>Credits</th>
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<tr>
<td>Exit award PG Certificate in Health Promotion</td>
<td>NA7122 Foundations of Health Promotion</td>
<td>20 Credits</td>
</tr>
<tr>
<td></td>
<td>NAM 87 Health Promotion practice</td>
<td>20 Credits</td>
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<tr>
<td></td>
<td>1 research module from Graduate programme</td>
<td>20 Credits</td>
</tr>
<tr>
<td>Exit award PG Diploma in Health Promotion &amp; Management / Education</td>
<td>&amp; Management take 3 modules from the Graduate Programme in Health and Social Science (GPHSS) approved list of Management modules which includes modules from the Brighton Business School</td>
<td>60 Credits</td>
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<td></td>
<td>&amp; Education take 3 modules from the Graduate Programme in Health and Social Science (GPHSS) approved list of Education modules. Those wishing to gain a PG Cert in Health &amp; Social Care Education will need to take 60 credits from prescribed modules (currently numbered NA7120 &amp; NA7119).</td>
<td>60 Credits</td>
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<tr>
<td>MA Award in HP &amp; Management / Education</td>
<td>NAM 96 Dissertation with Health Management or Health Education focus</td>
<td>60 Credits</td>
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<th>Total</th>
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<td>180 credits</td>
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- M= Mandatory, O= Optional
- All credits are for Masters Level 7 Credits
- Graduate Programme in Health and Social Science. For current details of available modules, dates and times go to [http://www.brighton.ac.uk/hss/courses/gphss](http://www.brighton.ac.uk/hss/courses/gphss)
Student Experience
From the Foundations module onwards, students start a journey during which they gain understanding and resources for advanced self-directed learning. The Foundations Module provides substantive input in the first week on the basic concepts, principles and approaches of health promotion and the interface with public health while developing the self-directed learning framework. The framework is developed through completion of tasks and practical exercises in subsequent modules and independent study. Further core modules facilitate a deeper understanding of the contextual influences on health and cross cultural issue through either looking at the impact of globalization on health promotion, or concepts of culture and community health. The application of health promotion theory to practice are tackled in the last core module, Health Promotion Practice, with a remit on team working in inter professional groups..

Students are encouraged to keep in touch and network with each other and the Course Leader via a Course Blog. https://studentcentral.brighton.ac.uk/webapps/portal/ (Some modules also have subject specific blogs)

Students are expected to have a personal tutorial with the Course Leader to review their progress at least once per semester (this includes part-time students). You can book an appointment for a tutorial via Student Central on the 'Book Your Tutorial Here' button in https://studentcentral.brighton.ac.uk/webapps/

Students are also expected to demonstrate continued engagement with the subject area through attendance at least twice/ once a semester for full time/ part time students respectively. This can be through attendance at:
- Health Promotion Research Group meetings - held quarterly, invitation sent round via email
- Occasional Experience Based Learning groups set up by course leader where staff/students lead a discussion about a topical subject area, eg E cigarettes
- Attending approved meetings or seminar sessions advertised on student central by the course team. Preferably these should be sessions which are also attended by other members of the Course Team or health promotion students so they offer a networking opportunity.

The course is committed to University wide principles of acceptance and recognition of equality and diversity.

The School of Health Sciences has an eighty per cent attendance requirement.
- You are required to sign in for each day of classroom contact session
- Those who do not attend for the required 80% of the module and wish to submit assignments may negotiate with the module leader to retrieve lost sessions.
- Those who do not meet the attendance criteria and have not taken steps to retrieve lost sessions or submitted mitigating circumstances will not be eligible to submit assignments.
- If absences or extensions in semester one or two total more than six weeks, intermission will be recommended.

If you cannot attend University for any reason you must leave a message by e-mailing or telephoning the course administrator, stating the reason for non-attendance.

2.4 TEACHING AND LEARNING STRATEGY

People who come onto the MA programme have many reasons for wanting to study the course. They may be interested in the broad range of health promotion issues or they may have particular interests, either arising from work or personal life. An academic course of this kind puts a high premium on clear, well-structured written work. Students sometimes need help with this as the essay form makes different demands to the report writing which many people have to do in their job. Support is available for essay writing. Ask your personal tutor/ Course Leader if in difficulty.

The underlying philosophy of the course encourages the promotion of self directed and autonomous learning among students, who are exposed to a wide variety of learning and teaching methods. The
programme therefore promotes independent study skills and you will be required to spend a large amount of time in private study or self-initiated web searching, viewing or seminar attendance. It is important to read often and to include a wide range of material.

The university student support website, student central (http://studentcentral.brighton.ac.uk) will be available to you at the start of your studies and will provide general support materials.

Modules are delivered in a variety of modes from intensively (5 consecutive contact teaching days) to extensively (5 contact teaching day spread over several weeks). To combine part time studies at postgraduate level with a full time job requires qualities of tenacity and personal organisation, and if you are in employment you will need to plan ahead to ensure you set aside study time.

Following a constructivist spirit, the pedagogical basis of this course draw from experiential and student-centred learning. Through seminars, case-studies, problem-based learning scenarios, student-led seminar presentations, small group discussions, workshops, participative discussions and keynote lectures, the teaching team provide a well planned exposure to activities which will lead to an empowering learning process, along which the participants will take some decisions over the programme delivery and outcomes. On the premise of a facilitative approach, the Course Team seeks to explore the full potential of all students, individually and also as a group, through the development of a reflective and mutually supportive learning environment, in which students will improve their previous skills and acquire and develop new core competencies for Health Promotion at Masters level. Special emphasis is given to transferable skills such as critical analysis, information processing, communication, leadership, team building and collaborative work.

The International context of health and its social/ economic/ cultural determinants are addressed throughout the core Health Promotion modules as a cross-curricula theme. The MA International Health Promotion involves students in organising (with support from the Module Leader) a 15 working days placement in a country and cultural environment other than their own. This placement module and the requirement for an international dimension to be included in the dissertation, are the attributes which distinguish the International Health Promotion pathway from the MA Health Promotion.

The Health Promotion courses sit within the Level 7 education provision of the School of Health Sciences, and forms a component of the Graduate Programme in Health and Social Science. Access to modules is therefore shared with students undertaking courses across the programme. This promotes opportunities for inter-professional learning especially valuable to the practice of health promotion.

Entry Requirements
Entry requirements reflect those of the Graduate Programme as a whole. Either an Honours degree from a UK educational institution or equivalent recognised award from an overseas institution, a relevant professional qualification or an HND/Diploma in a health promotion related area are normally required. Relevant professional or voluntary experience is also required. Students may be offered an informal interview to discuss their application.

Students who do not have English as a first language must provide evidence of relevant levels of proficiency as recommended by the University for post-graduate study. Currently, students are required to obtain an overall average IELTS score of 7 with 6.5 in writing.

Accreditation of Prior Learning and Experience will be subject to current policy and regulations in the Faculty of Health & Social Science Graduate Programme in Health and Social Science. The Course Leader can refer applications for prior accreditation to the Graduate Programme Co-ordinating Group. This group meets at least once each semester. Students who are of the opinion that they have prior study that is relevant to be accredited as prior learning should approach the Course Leader in the first instance. APEL must demonstrate coverage of learning outcomes for a specific area of the course programme (normally against a specific module).
3. ASSESSMENT POLICY & PROCEDURES

Students will be formally assessed on each module. There is usually a component of formative assessment whereby students will receive feedback which can help in preparing their final ‘summative’ assessment.

The assessment strategy has been designed to ensure that competencies for health promotion as well as course learning outcomes are delivered. Assessment throughout this course will normally be based upon course work, rather than examinations (depending on optional module choice). The Course Team believes that regular written and oral presentation assignments are usually more appropriate for the target student group. In respect of the total amount of work required for formal assessment, the Course Team wish to ensure that the quality and quantity of the assessment schedule is sufficiently demanding for students at master’s level. There is recognition that students are often managing both high level academic demands and professional responsibilities and these can usually be accommodated through the flexible nature of the course.

The core modules use a range of assessment methods including seminars and critical evaluation of published papers, reflection, evaluation or appraisals of interventions or topic areas, portfolios, individual presentations or photo essays. Usual word length for written assignments is between the 3,000 to 4,000 words.

Word limits
The word limit for assignments is identified in the module handbook. In September 2010 changes were made to the tolerance in the word limit and the +10% to the stated word limit no longer exists. Where an assignment exceeds the stated word limit the marker / moderator will normally not mark beyond this.

The following are not included in the word count:
- Title pages (including contents pages)
- Acknowledgements
- Abstracts
- Headings
- Tables
- References bracketed within the text
- Appendices
- Reference lists
- Bibliographies

Students are advised that materials included in the appendices will not be looked at unless they are signposted in the main body of the assignment, and that appendices should be used selectively (usually not more than 10 pages).

All modules and components of modules will normally need to be passed if a student is to pass an associated award. Modules will be marked using the criteria for the module and with reference to the general University level 7 marking criteria.

Referencing
For the Health Promotion Course you should use any Harvard reference style consistently. Other schools may use different reference style.

Information for students submitting assignments
All assignments for the core modules must be submitted electronically via Turn-it-in (Tii) by 4.30 pm on/ by the day of submission. Your feedback will also be provided electronically via Tii.

Instructions on how to submit electronically, including guidelines on how to format and save your files, will be included within the assignment section of all the module areas on studentcentral. You can contact your module leader for further help and advice.
If you are having problems with electronic submission, please email your assignment directly to Jenny Kam so that your submission is received before the deadline. Unauthorised late submissions are recorded as Non-submissions and are capped at 50%.

Specific pieces of coursework may be exempt from electronic submission (e.g. if they require production of material above and beyond the written assignment, which cannot be submitted electronically) and where applicable these will be notified to you at the start of the relevant module.

Where assignments are submitted in hard copy, they should be typed with double spacing, and one copy submitted. You are requested to submit assignments in flexible folders or spiral bound as required by module leaders.

In addition if you post your assignments you are strongly advised to ensure that they are guaranteed to arrive on or before the submission time and date and to obtain a receipt of postage or use the recorded delivery system. In cases where assignments are received after the due submission date and time, the date of postage may be used as evidence of your intent.

All hard copy assignments should have a title page with your student number, name, title of the assignment and module code.

You are strongly advised to keep a hard copy of your assignment, and to back up work completed on a pc at all stages of its construction, eg version 1, version 2. It is a good idea to buy a USB stick for all your health promotion course work at the start of the course.

**Distribution of information relating to assessments**
Specific guidelines relating to individual assessments will be distributed at the start of each module. These guidelines are in the module handbook which can also be accessed via the module area on studentcentral.

If you have any queries with regard to the assessment task and/or assessment regulations, you should clarify the issue(s) with the module team/your personal tutor and/or Course Leader prior to submission.

**Submission dates**  all modules will be confirmed in the module handbook.

**Academic penalty for non-attendance.**
In order to submit work you normally need to have attended 80% of the taught content of the module. If you withdraw after attending 30% (three days/three half day sessions*) of the module, and do not submit work for assessment, the outcome will be that a fail for non-submission is recorded.

**Request for extensions and deferrals for submission of assessments**
There are times in everyone's life when a life event or life crisis occurs. If circumstances beyond your control mean that you will be unable to submit work by the appointed deadline, you may apply for an extension from the Course Leader. Applications for extensions to deadlines, which may be granted for a maximum of 2 weeks, should be made on the form located in the FORMS area of the Course Area of student central. The form must normally be submitted to the Course Leader at least one full working day prior to the submission date (so for Monday hand in days, the request should be made before 4.30pm on a Friday. To ensure fairness and parity with other students, there must be a substantial and exceptional reason for this request.. The request for an extension must be accompanied by corroborating third party independent evidence, provided at the student's expense. It should be noted that computer/IT failure or predictable pressure of employment commitments is not normally grounds for an extension. Evidence may be in the form of a letter from a counsellor you have been seeing, a medical certificate etc.

**Mitigating Circumstances**
If you feel that your academic performance has been affected by substantive mitigating circumstances, or you have been unable to submit your work, you may complete a Mitigating circumstances form located in the FORMS area of the Course Area of student central. Mitigating circumstances may be submitted against individual modules, or in very unusual and extreme circumstances against the Course or award. You should discuss the appropriateness of your
submission with the Course Leader. Documentary evidence in support of the claim should be attached to the form (or sent in a sealed envelope). The evidence should be from an independent, professional source (e.g. medical practitioner, counsellor); it should not be from a member of your family or a close friend or partner. The form must be submitted to the School Office by the submission date for the assignment. The proforma and documentary evidence will be made available to the Course Examination Board, or to an appropriately constituted sub-committee of the Board. The documents will not be copied to individual members of the Board, but the details may be made available orally and will be treated in confidence by the Board. Mitigating circumstances will be considered by the Board of Examiners should the need arise. All information disclosed will be kept confidential to the Board of Examiners. The decision on mitigating circumstances is not taken by the Course Leader.

Late Submission
Assessed work submitted up to two weeks after the published submission deadline will be considered a late submission and marks will be capped at the pass mark i.e. 50% (or the actual fail mark recorded). Beyond two weeks the assessed work will not be accepted and a Fail for non – submission recorded (0%). Where there are multiple components to an assessment, submitting one part late will result in the entire assessment being capped as late.

Non Submission
Non submission is taken very seriously. Students who do not submit assessed work will receive a fail grade – FAIL FOR NON SUBMISSION. This applies to non-submission of either or all parts of the module assessment. The non-submission will count as a first submission and anything submitted later will count as a second submission even if it is the student first written attempt. The maximum number of submission attempts is three and third submissions are offered at the discretion of the Area Exam

Please see the relevant pages in the Graduate Programme Student Handbook regarding University rules and regulations regarding assessment.

Progression and award requirements are prescribed by the Graduate Programme.

The core modules – NA7122 Foundations of Health Promotion, NAM 87 Health Promotion Practice, NAM88 International Dimension of Health Promotion; NA7123 Global Health Promotion and NAM116 Community Culture & Wellbeing are all the responsibility of the School of Health Sciences, which helps preserve the integrity of the course. The same external examiner is responsible for the core modules and the Dissertation – this enables him/her to comment on the progression of students and the overall course.

For details on how the assessment regulations conform to the University’s General Examination and Assessment Regulations (GEAR), it is essential that all students read the “assessments and examination board” section of the GPHSS Handbook found at http://www.brighton.ac.uk/hss/courses/gphss/index.htm. Here you will find details on the following:

- Submission of work its assessment and marking
- Extension requests and mitigating circumstances
- General principles relating to progression
- How the final award is calculated
- The function and timings of the examination boards

External Examiner Arrangements

The regulations from GEAR and UoB will apply to the appointment, administration and payment of external examiners. External examiners monitor the internal markers comments and grades awarded. They attend the Examination Boards and provide feedback to the academic staff in the University on the standard of work being achieved by students and on grading of marks and feedback provided for students by the internal markers.

Area and Course Examinations Boards
Area (AEB) and Course (CEB) Examinations Boards take place three times a year. *Area examination boards* will be held to ratify module results and *course examination boards* will be held to ratify progression and awards. A Course Examination Board will be constituted and chaired by the Head of the School of Health Sciences. The membership of this board will consist of the Course Leader, Examinations Officer (Registry), Specialist Practitioner Pathway Leaders, Module Leaders, External Examiners and a Practice Teacher representing the APRP. A panel normally meets before the area examination board to consider mitigating circumstances for students to ensure parity and equity across the student body. An AEB ratifies the grade for a specific modular assessment, and the grade may be changed at the discretion of the AEB after consultation with its members. A CEB ratifies all modular results, awards, credits and classifications for a specific pathway; grades cannot be changed at these Boards. All Examination board meetings are confidential, results that are ratified are usually sent to individual students within 5 working days of the Board meeting. There are currently four external examiners for this course.

**Issuing of Results Prior to an Examination Board**

Assessments will normally be marked and moderated so that the feedback plus a provisional mark can be made available 20 working days after your submission date. (The 20 days exclude weekends, Bank Holidays and any days that the University is officially closed.) This information will be available electronically for assignments (as stated above) and you will be notified of any different arrangements for other forms of assessment (e.g. presentations/examinations). On the rare occasion that there may be a reason for an unforeseen delay, you will be notified accordingly.

This means that your provisional feedback/mark will normally be available to you four weeks from the submission date (e.g. if the submission deadline is 1 March, you will be able to access your provisional result on 29 March). NB If you have an extension at any stage, although your feedback may be made available sooner, you need to allow four weeks from the extension deadline date.

Provisional marks are subject to ratification (agreement) by an Examination Board and may therefore be subject to amendment. When ratifying the result, the Examination Board takes into account any mitigating circumstances that may have been submitted plus comments from the External Examiner review, so the results cannot therefore be confirmed until after the Board.

*Please note* Results are ratified at the Area Examination Board (AEB). Until this has taken place the mark/grade awarded below is unratified so cannot be assumed to be the final mark for the work. In the time that elapses between receiving the unratified and the final mark being ratified by the AEB, the Module Leader / Marker is unable to give you any additional advice on any changes that might be required for a further submission.
## University of Brighton
### Grading Criteria – Level 7 (Masters/postgraduate)

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Description</th>
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</table>
| 80-100 | High Distinction | An outstanding response to the task. The work demonstrates most or all of the following characteristics beyond that expected for work at the given level of study within the discipline:  
- Exceptional display of understanding, exploration, insight and/or research.  
- Potential for publication/exhibition (including equivalent influential dissemination) and/or ability to undertake further research.  
- All specifications for the assessment task, including word limit where appropriate, have been adhered to.  
- The organisation, structure and standard of presentation of the work, including any subject-specific conventions (use of language, referencing where appropriate, are exemplary throughout  
- Evidence of effective communication of work to specialist and non-specialist audiences.  
- Stimulating and rigorous arguments that are likely to be at the limits of what may be expected at this level.  
- The work has been approached and/or executed/ performed in an original way.  
- Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory/literature/artefacts/performance.  
- Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence.  
- Evidence of very high quality analysis, synthesis, reflection, evaluation and critical appraisal.  
- Outstanding problem solving skills – suggests alternative approach.  
- Ability to address complex issues both systematically and creatively – challenges established knowledge.  
- Exceptional understanding of the complexity of practice and makes sense of the situation in a meaningful way. |
| 70-79 | Distinction | An excellent response to the task. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:  
- In-depth understanding, exploration, insight and/or research.  
- Potential for publication/exhibition (includes equivalent influential dissemination) and/or ability to undertake further research.  
- All specifications for the assessment task, including word limit where appropriate, have been adhered to.  
- The organisation, structure and standard of presentation of the work, including any subject-specific conventions (use of language, referencing where appropriate are excellent throughout.  
- Evidence of effective communication of work to specialist and non-specialist audiences.  
- Convincing arguments that are likely to be at the limits of what may be expected at this level.  
- The work has been approached and/or executed/ performed in an original way.  
- Insightful contextualisation, including relevant theory/literature/artefacts/performance.  
- Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence.  
- Evidence of high to very high quality analysis, synthesis, reflection, evaluation and critical appraisal.  
- Excellent problem solving skills – suggests alternative approaches.  
- Ability to address complex issues effectively – challenges established knowledge.  
- Evidence of insightful understanding of the complexity of practice and makes sense of the situation in a meaningful way. |
| 60-69 | Merit | A good to very good response to the task. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:  
- Good to very good understanding and exploration, some insight and/or thorough research.  
- Some capacity to undertake further research.  
- No significant inaccuracies, misunderstandings or errors  
- The specifications for the assessment task, including word limit where appropriate, have been adhered to.  
- The work is well organised, coherent and the standard of presentation, including any subject specific conventions (e.g. use of language, referencing where appropriate, is at least good.  
- Evidence of effective communication of work.  
- Ability to present structured, clear and concise arguments.  
- The work has been approached and/or executed/ performed in a comprehensive and appropriate way with some degree of originality.  
- Appropriate contextualisation, including relevant theory/literature/artefacts/performance.  
- Evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence.  
- Evidence of high quality analysis, synthesis, reflection, evaluation and critical appraisal.  
- Good or at least competent problem solving skills – suggests alternative approaches.  
- Ability to address complex issues competently – explores established knowledge.  
- Good to very good understanding of the complexity of practice and makes sense of the situation in a meaningful way. |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Criteria</th>
</tr>
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<tbody>
<tr>
<td>50-59</td>
<td>Pass</td>
<td>An adequate to sound response to the task. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</td>
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<td>- Sound understanding and exploration, some insight and/or appropriate research.</td>
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<td>- Some minor inaccuracies and/or misunderstandings – small but no significant errors.</td>
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<td>- Some minor aberrations from the specifications for the assessment task, including word limit where appropriate.</td>
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<tr>
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<td></td>
<td>- The work is suitably organised (clearly presented but with little development) and the standard of presentation, including and subject specific conventions (use of language, referencing where appropriate, is at least sound.</td>
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<td></td>
<td>• Ability to develop an argument but can lack fluency.</td>
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<td></td>
<td>• The work has been approached and/or executed/performing in a standard way with limited evidence of originality.</td>
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<td></td>
<td>• Some contextualisation but with a heavy reliance on a limited number of sources and, in general, the breadth and depth of sources and research are lacking.</td>
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<td></td>
<td></td>
<td>• Evidence of study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence.</td>
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<td></td>
<td></td>
<td>• Sound, but limited, analysis, synthesis, reflection, evaluation and critical appraisal.</td>
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<td></td>
<td>• Some evidence of problem solving skills.</td>
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<td></td>
<td>• Some evidence of ability to address complex issues adequately.</td>
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<td></td>
<td></td>
<td>• Sound understanding of the complexity of practice and some insight.</td>
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<tr>
<td>40-49</td>
<td>Refer</td>
<td>One or more of the learning outcomes / assessment criteria have not been met. An unsatisfactory response to the task. The work may display some strengths but these are outweighed by several weak features in relation to the expectations for the given level of study within the discipline, such as:</td>
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<td>- Limited understanding and/or exploration of major ideas with very little insight and/or minimal research.</td>
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<td>- Some significant inaccuracies and/or misunderstandings – gaps in understanding and/or knowledge.</td>
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<td></td>
<td>- Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task (such as not keeping to the word limit and/or minor elements of the work are missing).</td>
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<td></td>
<td>- The work is too descriptive somewhat disorganised and unclear and the standard of presentation, including any subject specific conventions (use of language and referencing, where appropriate, is inadequate.</td>
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<td></td>
<td></td>
<td>- Development of an argument is limited and often flawed.</td>
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<td>- The work has been approached and/or executed/performing inadequately.</td>
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<td>- The context provided takes the form of description lacking any breadth, depth and accuracy.</td>
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<td>- Limited or inappropriate research and demonstrated ability to reach decisions.</td>
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<td>- Insufficient evidence of analysis, synthesis, reflection, evaluation and critical appraisal.</td>
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<td>- Little evidence of problem solving skills.</td>
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<td>- Barely addresses complex issues.</td>
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<td></td>
<td>• Minimal to no understanding of the complexity of practice but with little insight.</td>
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<tr>
<td>0-39</td>
<td>Fail</td>
<td>Most of the learning outcomes / assessment criteria have not been met. An unsatisfactory response to the task. The work fails to meet the requirements in relation to those expected at the given level of study within the discipline, exemplified by most or all of the following:</td>
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<td></td>
<td>- Very limited understanding and/or exploration of major ideas with very little or no insight and/or minimal research.</td>
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<td></td>
<td>- Several significant inaccuracies and/or misunderstandings – minimal or no evidence of knowledge and understanding of the subject.</td>
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<td></td>
<td>- Insufficient attention paid to several of the assessment criteria and some serious deviations from the specifications for the assessment task (such as not keeping to the word limit and major elements of the work are missing).</td>
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<td></td>
<td>- The work is descriptive, poorly structured and the standard of presentation, including any subject-specific conventions (use of language, referencing where appropriate, is inadequate.</td>
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<tr>
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<td>- Failure to contextualise from sources.</td>
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<tr>
<td></td>
<td></td>
<td>- Little or no evidence of analysis, synthesis, evaluation and critical appraisal.</td>
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<tr>
<td></td>
<td></td>
<td>- Little evidence of problem solving skills.</td>
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<tr>
<td></td>
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<td>- Failure to address complex issues.</td>
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<tr>
<td></td>
<td></td>
<td>• No understanding of the complexity of practice with very little insight.</td>
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</tbody>
</table>
4 COURSE MANAGEMENT

The overall management of the Courses is the responsibility of a Course Leader Carol Williams-Senior Lecturer in Health Promotion and Public Health. She or other colleagues from the Course Team normally act as Personal Tutors and Dissertation Supervisors (depending on the subject of your dissertation).

4.1 LINKS WITH RESEARCH

Students are encouraged to engage with research activities within the Centre for Health Research (CHR) to inform their work with examples of latest national, European and International health promotion research. [http://www.brighton.ac.uk/snm/research/areas/health-promotion](http://www.brighton.ac.uk/snm/research/areas/health-promotion). Most of the course team are research active within the Health promotion, policy and practice theme and the main areas of current research relate particularly to healthy public policy, sexual and reproductive health, capacity building, and monitoring and evaluation approaches in health promotion. The team will give students an introduction to the work of the research centre during the Foundations module, and during preparation of the dissertation. We are particularly keen to partner with students to do dissertation work which coincides with our current areas of research.

4.2 STUDENT PARTICIPATION IN QUALITY ASSURANCE

You will be asked to contribute to a module evaluation process as part of the learning and teaching process for each module, an annual formative evaluation and an exit survey on completion of your award. Student feedback is considered at the School of Health Sciences Postgraduate Courses Boards held each Semester, and the annual Health Promotion Course Team meeting. Course representatives are welcome at both of these forums.

If you would be interested in the position of student rep in the future please let Carol or Jenny (SNM Office) know.

5. The Dissertation Process

For those students undertaking the full masters, the dissertation of 16,000 - 20,000 words is an essential and central component of the Masters programme, and is weighted accordingly at 60 M level credits. It enables students to select a topic which interests them which may be informed by or derived from, topics and issues which have been studied or relate to their professional life. Students are encouraged to choose a dissertation topic which is relevant to their professional interests, and is suitable for practical application and benefit in their work setting. The topic may be identified at the beginning of the course, or may emerge later in the programme, through the insights and understanding gained from the core and optional modules. Students who wish to extend their studies into an area which is relatively new to them will be encouraged to do so, provided the team feel that the student has the appropriate knowledge and skills. A list of topics will be made available where students are interested in collaborating with members of the research team and other organisations who partner the course. This will be shared prior to the annual Health Promotion ‘Introduction to Dissertation’ say, held November 4th 2015.

- The subject area should reflect the professional and scientific nature of the Course, demonstrate the depth of study achieved in the modules completed, and be located within the student’s sphere of practice and have a significant focus towards the relevant pathway.

During the first semester, students will consider appropriate methods of investigation. A core module in research methods will normally be taken prior to commencement of the Dissertation module and this is essential for students without previous research study/experience.
The dissertation is approached via a Dissertation Module NAM 96, which commences with a Dissertation Introduction Day (see Dissertation Process notes on the Course Area of Student Central). You are strongly advised to attend the annual Health Promotion 'Introduction to Dissertation' day rather than one of the generic 'Introduction to dissertation days' so that you are introduced to relevant examples and material.

Each student will be enrolled on the dissertation module once they have negotiated attendance at the introduction to dissertation module day with the Course Leader during a tutorial. Prior to attending the introduction to dissertation module session students will have discussed a dissertation outline with the Course Leader. After attendance at the dissertation session the students will produce a dissertation outline proposal for consideration by the School Graduate Division Team for the dissertation outline panel meeting. The precise nature and purpose of each dissertation will vary, so the proposal will emphasise certain aspects more than others, but normally will include:

- a working title
- a statement about the focus of the dissertation and its relationship to the wider context and its significance for the student;
- a rationale for the dissertation, outlining the purposes and value of such a study, and the potential benefits of practical application;
- a preliminary plan of the study process;
- a description of the proposed research methods addressing issues of ethics and confidentiality where appropriate;
- indication of key relevant literature.

The outline will follow the guidelines suggested by the Graduate Programme. All outlines are reviewed by Graduate Division Team and supervisors for dissertation will be allocated following agreement. The supervisor will work with each student to prepare for any research ethics approval.

The flow chart for this process is given in Appendix 1. This will follow the current Faculty Research Ethics Governance guidelines. Once the dissertation proposal has been approved, and a supervisor allocated, the student may commence the planned study. Progress will be monitored by close consultation with the supervisor, the pattern of supervision tutorials being a matter of negotiation between the individuals concerned. Each student will be entitled to the equivalent of eight to twelve hours of supervisory contact, and it is suggested that meetings should take place on a monthly basis, with other meetings arranged as required.

When students enrol on the dissertation module there can be an option of regular term-time critical studies group action learning sessions to encourage peer support and direction from other students who are all undertaking the NAM 96 module (these are dependent on student demand). These critical studies group sessions are facilitated by the dissertation module team which runs across the school of Health Sciences. (The Health Promotion course leader will attend if possible, provided you have given prior notification of your intention to attend on a particular day.) The aim of the groups is to supplement the supervisory process and to share learning across a range of health professionals. The lecturer leading the critical studies group will work with each cohort of students until they are ultimately self-directed, this can be achieved through a range of group meetings and on-line engagement.

**Marking and Assessing the Dissertation**

Two internal examiners will mark dissertations, one of whom will be the supervisor. The second marker will be the Course Leader, or selected by the Course Leader, and the work will be judged with reference to the specific course criteria that are detailed below and the grade descriptors found in the GPHSS handbook.

In assessing the dissertation, the examiners will consider the following as minimal requirements for the attainment of Masters Level, and the award of 60 M level credits.

In assessing the dissertation, the examiners will consider the following as minimal requirements for the attainment of Masters Level, and the award of 60 M level credits. The subject area should reflect the professional and scientific nature of the Course, addressing the learning outcomes of the Health Promotion masters, demonstrate the depth of study achieved in the modules completed, and be located within the student’s sphere of practice.
• The intrinsic worth of the subject as a topic which merits attention, its complexity, and how it is perceived/presented in the dissertation.
• Effective overall structure, organisation and presentation of content.
• The relevance and utilisation of the scientific method and appropriate research methodology.
• The ability to develop and elucidate an argument and/or hypothesis both logically and clearly, to present ideas at a conceptual level and to integrate theory with empirical evidence.
• Demonstration of critical appreciation and evaluation of literature and secondary sources.
• Evidence of creativity of thought and independence of views in terms of scholarship, academic debate and research skills.
• Possession of perception and insight in the analysis of professional experience, and the integration of theory and practice.
• The value of the contribution to professional and scientific knowledge, and the potential benefit of its application to clinical, management and educational practice.
• The extent to which the entire work has been undertaken independently or with the assistance of others, primarily the supervisor.

The precise order of presentation and the balance between discussion or relevant literature, the student’s own contributions, and conclusions, is left to the discretion of the student in consultation with the supervisor.

The supervisor will be the first marker, and the work will be judged with reference to the criteria that are detailed above.

6. SUPPORT FOR STUDENTS & WHAT YOU NEED TO KNOW

The Course Team are aware of the need to provide continuing personal and academic support for students who may have been away from an academic environment for a long time, or who may have never studied to first degree level, and are in full time employment. As a result three supportive strategies have been adopted:

I. Each student is provided with a personal tutor for the duration of his or her studies.

II. An induction programme is held at the beginning of each academic year to which all staff and new students are invited. In addition to providing an opportunity for all staff and students to meet informally, the programme also includes a formal introduction to the course outlining and explaining the course rationale and aims.

III. Level 6 Advanced Learning Studies module (PT320) is offered prior to commencement of the academic year for candidates who require a revision of their academic study skills and preparation for M level study. You are also encourage to use the resources on teh online Academic Study Kit – ASK, on the transition to postgraduate study – see http://about.brighton.ac.uk/ask/postgraduates/transition/

The introductory NA7122 Foundations of Health Promotion module is specifically designed to support students in the ‘step-up’ to master level study.

Support for students from outside the UK.

There are a variety of services available which can be accessed via the International Student Academic Study Kit – IASK area on the website http://about.brighton.ac.uk/ask/internationals. IN particular, we would like to draw your attention to the Academic English Weekend on October 10th-11th 2015, and postgraduate academic writing classes on Tuesdays lunch times on Oct 20th, 27th, Nov 3rd, 10th 2015

For students for whom English is not their first language

A peer-proof reading service is available. The service is reliant on dedicated, trained and supervised student volunteer proofreaders. It runs on a first come, first served basis. Each student can submit one 3000 word assignment per semester, by submitting their work to
peeproofreading@brighton.ac.uk. Students whose assignments require further work beyond proofreading will be passed on to the iASK Writing Advisory Service.

Academic Roles and Support
The Course Leader will provide overall support to students, monitor programmes of study and consider dissertation proposals. Module leaders or co-ordinators will provide specific, subject tutorial support to students during their studies on a particular module. Dissertation supervisors will provide academic support during the students' dissertation studies.

Library Support
The libraries on the University campuses offer induction and user education programmes for all students, as well as a number of special arrangements which assist part-time students. The appropriate Course Resources Officers will be able to help students.

Library and Information Technology (IT) support are provided by the University's Information Services department. There are a wide range of resources available for health courses in the Falmer Library, Queenwood Library in Eastbourne and the Health Sciences Library based at Eastbourne District General Hospital. The library at Falmer has recently extended its health stock to support the Brighton and Sussex Medical School. Students may also use the facilities and resources of relevant Hospital Trust libraries.

Extended Library Service. This enables students who only spend one day a week or less at the Library support and user education is provided by subject specialist librarians, known as Information Advisers, who work closely with the teaching departments. All Masters level students can borrow up to 15 items from the University libraries. As part-time students they are also eligible to apply for the University, to have books and articles sent to them at home. Students can also make use of the electronic enquiry service, whereby they can e-mail a particular library with a query.

There are extensive I.T. facilities for students within the University, with large computer pools at Brighton and Eastbourne. Students can access the Online Library from any internet terminal (at the University, at home or at their workplace). This gives access to the library catalogue, electronic journals and online databases such as British Nursing Index, CINAHL, Cochrane library, Pubmed and AMED. Athens authentication means students can search databases and access full-text articles from home.

Teaching, assessment and communication are highly reliant on ‘Student Central’ which is a virtual learning environment, which can be accessed from any internet terminal within the University or from home or on tablets or smart phone via a free App. Students can access information about their modules, timetables, information on their school and participate in discussion groups and there is a general expectation that students will utilise these online facilities.

Brighton University Good Study Guide (BUGS)
In addition to course-specific guidance, online resources to help you study effectively are available through the BUGS Good Study Guide on studentcentral. You will find the link in the “My tools” menu on the homepage.

BUGS offers advice on how to make the most of seminars and lectures, reading and note-making, preparing for exams, tackling stress, essay writing, oral presentations, group work and many other topics. You will also find information about the weekly Study Support workshops held at all university sites, how to book tutorials for individuals or groups and specialist services such as the Maths & Stats Support Unit and English Language Support Programme.

Student Representative
Students will nominate a representative to join the Course Board, which will meet twice a year. The student representative will speak for the views and opinions of the students on the courses and ensure that students have the opportunities to influence the process of decision making.

For information on Student Services
Student Services is a central department whose specific function is to provide a range of services to support you through university and to make sure you get the most from the student experience. Here is their message to you:

We can help with all kinds of academic and non-academic issues. You don’t need to feel particularly worried about anything to benefit from our services either – sometimes we can just help optimise an experience which you are already enjoying. At other times, we provide professional support and advice on trickier subjects and have the experience and expert knowledge that delivers great benefits. For further information go to: studentservices@brighton.ac.uk and see Appendix 3

6.1 Change in personal details
The name you have given on enrolment with University of Brighton will be used for all formal purposes within the University including final degree awards certificates. You should notify the course administrator if you change your name and support this with appropriate documentary evidence.

You are also responsible for notifying the course administrator of any change to your home address after enrolment.

6.2 Arrangements for urgent contact eg. Pandemic Flu
In the event that all students need to be contacted urgently, the University will use the announcements page on studentcentral to disseminate information to students. In addition a communication tree will be established to enable information to be passed as quickly as possible. Students will be asked to provide a telephone number for this purpose in induction week.
7. HOW DO I MAKE A COMPLAINT?

Are you concerned about the module/pathway?
This protocol is designed to ensure that you are able to raise concerns in the most effective way possible and with the least delay. If you do not follow this protocol you may find that the issue is not addressed by the responsible person and may therefore not be dealt with appropriately. Please help us to help you.

- If concerns are regarding a module your first point of contact is the Module Leader.
- If concerns are regarding the pathway your first point of contact is the Pathway Leader

If the matter is not resolved your next point of contact is:
- Your Personal Tutor. If the matter can still not be dealt with, the next point of contact is the Course Leader

Further details, including guidance on how to make an appeal are located at teh ‘problems with your course’ area of the main university website see https://www.brighton.ac.uk/current-students/advice-and-support/problems-with-your-course/index.aspx

8. WHAT IS THE DISCIPLINARY PROCESS?

Students at UoB have a duty at all times to conduct themselves according to the University’s rules and regulations, and to act with good sense, taking due care when using the University’s facilities and having due consideration for other members of the University community or visitors to the University’s property. All students registered at UoB, sign a declaration on enrolment which states that they agree to be bound by such regulations as are in place, or which may be passed during their careers at the University. The University’s right to initiate disciplinary action is thus well established. Nevertheless, the student is entitled to a fair hearing in accordance with the rules of natural justice, and will be presumed innocent until judged otherwise through this process; the civil standard of proof (balance of probability) will apply in all internal disciplinary procedures.

Details of the disciplinary process are laid down in the University student handbook and can be accessed through studentcentral.

The essence of misconduct under these regulations is improper interference, in the broadest sense, with the proper functioning or activities of the University, or those who work or study in the University; or actions which otherwise damage the institution.

Two forms of misconduct are distinguished. Serious misconduct is misconduct such that a finding against the student might result in temporary or permanent exclusion from the University or the imposition of a fine on disciplinary grounds. Minor misconduct is misconduct such that these penalties would be inappropriate. (A series of minor offences, or failure to comply with a penalty imposed after a hearing for a minor offence, may constitute serious misconduct.) The power to deal with academic offences, including inadequate work or non-attendance, is vested in the Board of Study (see GEAR), which makes recommendations to the Director.

Allegations of misconduct
Any staff or student member of UoB who becomes aware of misconduct by a student is expected and required to report this without delay. The allegation should be brought to the attention of the student’s Head of Department (HoD). The allegation should be made in writing, (should normally be made within 10 working days of the supposed misconduct) and with any available evidence enclosed, and a copy sent to the Academic Registrar (AR). The HoD will then decide whether there is a prima facie case to answer.

If, there is a case to answer, the HoD should refer the matter to the Assistant Director (Academic Affairs) (ADAA) or the AR, who will determine whether this appears to constitute serious or minor misconduct. The ADAA, or the AR acting on his/her behalf, will advise the HoD of their conclusion, and either authorise the HoD to convene a personal hearing to deal with a case of potential minor misconduct, or authorise the establishment of a formal disciplinary panel to deal with a case of potential serious misconduct.
9. WHAT IS THE PROCEDURE FOR THE INVESTIGATION OF MISCONDUCT IN ASSESSMENTS?

Plagiarism and collusion (the submission of work originated in sum or in part by someone else, with or without their consent but without acknowledgement) constitute unacceptable breaches of academic conduct. There can be severe penalties, including denial of an award, if the charges are proved. For this purpose the term, 'work' shall include a major project, design study or essay but shall not include a relatively minor piece of work (i.e., a laboratory report) where immediate feedback by teaching staff should be encouraged to act as a deterrent.

The School of Health Sciences observes a policy for maintaining confidentiality in academic work. This policy is included in Appendix 3. Breach of these requirements for confidentiality constitutes academic misconduct, and will be investigated through the procedures identified.

These procedures may be accessed through studentcentral.

USEFUL WEBLINKS:

Map of Falmer site: https://www.brighton.ac.uk/maps/falmer/index.php?pagId=756

Sports Brighton – for information about sports classes and discounted swimming sessions. In true health promotion spirit, we will try to ensure that lunch hours give you time to attend a class or session, we will discuss how and when this will be arranged, during the Induction. http://www.brighton.ac.uk/sportbrighton/
10 Selected details of Optional Modules often chosen by students on the MA Health Promotion

You can find timetables and information about the full range of masters modules (level 7) offered in the Graduation Programme (GPHSS) on [http://www.brighton.ac.uk/hss/courses/gphss/](http://www.brighton.ac.uk/hss/courses/gphss/)

And on the Healthpromotionbrighton blog site under the MODULES tab: [http://blogs.brighton.ac.uk/healthpromotionbrighton/](http://blogs.brighton.ac.uk/healthpromotionbrighton/)

Please note, that masters students are permitted to take up to 30 credits of Level 6 modules, so if you do not find a module which meet your needs on the GPHSS, please look on our Continuing Professional Education Programme on: [http://www.brighton.ac.uk/snm/courses/post-reg/modules/index.php?PageId=205](http://www.brighton.ac.uk/snm/courses/post-reg/modules/index.php?PageId=205).

### Community Engagement: NA6171

**Description.** This module is intended to provide an opportunity for students to gain academic credit for their own personal learning and development achieved through undertaking a 50 hour placement within a local not for profit organisation in the broader community. It will enable them to follow up on areas of particular interest related to their main field of study and gain insight into work roles they may wish to undertake in their future lives.

The module is undertaken in one of the following contexts:

- Work for a particular organisation or community in a voluntary or paid capacity
- Planned practical experience in a specific context relating to an area of possible future work
- A piece of paid or unpaid design, consultancy or research on behalf of the local not for profit community

Voluntary placements are organised through a student –placement matching event in collaboration with Active Student.

There are 24 hours of taught contact sessions and action learning sets to support the placement experience.

Assessment is by an account related to the placements, submission of completed placement learning plans and project assessments, and by engagement in an on-line Blog. This is a Level 6 (degree level) 20 credit module*.

**Location:** Falmer, plus various
Module leaders: Debbie Hatfield, Nita Muir, Beth Hewitt from Active Student
Module delivered by School of Health Sciences

### Health Protection: Module code: MDM33

**Description**
The module will cover the basic principles of infection control and environmental hazards in the UK. There will be an emphasis on prevention and organizational response to enable practitioners to understand and explore their role within infection and/or environmental control. Topics covered will include:

- introduction to principles of infection control - historical and political perspectives, infection, environment, host, Getting ahead of the Curve DH2001, organisational systems in the UK - setting the scene
- surveillance - principles, priorities, methodologies, Information sources: routine and ad hoc
- significant infectious diseases - significant infectious diseases and principles of control, blood-borne viruses, respiratory disease, STIs, gastro-intestinal, meningitis, hospital-acquired infection, emerging threats, bio-terrorism
- principles of infection control - role of errors, laboratory diagnosis of infectious diseases, investigating outbreaks and sporadic cases
• environmental hazards/chemical incidents - radiation protection, chemical incidents, air quality, noise, water, land/ IPPC
• prevention of communicable diseases - immunisation, travel health, occupation related diseases, promotion of sexual health, principles of food hygiene

Module delivered by Department of Medical Education, Brighton & Susses Medical School.
Module Leader Miranda Mindlin from the UK national Health Protection Agency

**Nutrition in Public Health: MDM83**

**Description**
Poor nutrition is the root cause of some of the most testing public health problems facing the world today. These include the global obesity epidemic and looming rise in diabetes rates, the double burden of under and over nutrition in countries in economic transition, and malnutrition in the elderly and in other vulnerable groups. This module takes a problem solving approach, examining the science and epidemiology of each of the major public health nutrition challenges through the life-course, and the evidence for the effectiveness of interventions to address them taking in policy, legislative and community approaches and one-to-one behavioural change communication.

Topics to be covered include:
- National and International Nutrition Issues - Policy and Epidemiology
- Basic nutrition principles
- Nutrition in the Life Cycle
- Food labelling, advertising and marketing
- Behavioural techniques and lifestyle change
- Food choice - whose choice? What can we do?
- Assessing own diets and evaluation of food diaries
- Delivering nutrition care - how to create an effective practice set up
- Current controversies in nutrition: diets, supplements and vitamins

**Assessment**:
Identify and critically appraise a nutrition problem and justify and propose an evidenced-based course of action which takes account of economic, cultural and psycho-social constraints and the wider policy context. 3000 words.
The assessment is designed to give students an opportunity to investigate a nutritional issue in affecting their own community or area of work.

Module delivered by Department of Medical Education, Brighton and Sussex Medical School.
Module Leader: Carol Williams
Falmer Campus, Thursday 14th April -Wednesday 20th April 2016

**Social Marketing: MKM30**

**Description**
The Brighton Business School at the University of Brighton has launched a new Social Marketing Unit, the first of its kind in the south of England. It has formed a strong partnership with the Institute of Postgraduate Medicine as the adoption of social marketing in the UK has been primarily driven by the NHS public health and prevention agenda. The postgraduate social marketing module is an opportunity for professionals to critically develop a systematic understanding of social marketing principles and assess how to apply this thinking to the development of behavioural programmes. It is a way to develop a deeper understanding of social marketing theory and practice, particularly for commissioning new services for public health and environmental change. As a discipline, social marketing provides an essential set of tools to meet the requirements of the NHS organisational competencies for world class commissioners. This module is offered in a four day block, with a requirement to complete a supervised research assessment. Guest lecturers include Professor Jeff French, founder of the National Social Marketing Centre set up by the Department of Health in 2006, and international expert in the application of behaviour change theory to practice and programme evaluation.
Location
Mithras House, Brighton Business School
Module delivered by Brighton Business School
Runs twice a year – 4 days intensive usually March and November

Sexual Health Adviser: NA3134

Description. The module aims to explore current issues in sexual health and how they relate to the developing role of sexual health advisers with a view to promoting effective and innovative practice. It is designed to develop knowledge, clinical and interpersonal skills around sexual health and provide an opportunity to up-date and critically debate the provision of sexual health care. It is intended for health advisers or others who work in sexual health or advice work, but can be taken by students with an interest in sexual health and a willingness to gain some practical advice-work exposure eg through volunteering. (Your course leader and module leader will be happy to support you in gaining suitable voluntary experience)

This module is offered in two five day blocks, in June and July with a three week reflective break in between. It is led by Jonathon Roberts, Visiting lecturer in HIV and Sexual Health from Claude Nicol Centre, Brighton and Sussex University Hospital Trust.

Content is arranged around 4 themes:
- Sexual health care – issues for current service provision
- Clinical presentation and management of STIs and blood borne viruses
- Understanding the needs of specific client groups : strategies for support
- Ethical, legal and professional considerations

Topics include: HIV, Hepatitis, Partner notification, Sexual assault, Working in the community, working with BME, MSM, Sex workers and Transex, Human sexuality and psychosexual counselling.

Assessment is by written assignment on the role of sexual health advisers and a critical reflection/examination of a clinical link activity or sexual health promotion challenge.

Location
This is a Level 6 (degree level) 20 credit module offered through the School of Health Sciences Continuing Professional Education programme
Module Leader: Jonathon Roberts, Administrator Melanie Brodie
Module delivered by School of Health Sciences
Appendix 1
The Dissertation Process

The student identifies a topic and discusses it with Course Leader the semester before enrolling for NAM96

The student registers for dissertation module using the enrolment form (return form to Graduate office) at the beginning of the semester.

The student attends the Dissertation Day

The student submits Dissertation Outline to Course Leaders and together they identify potential supervisor

The outline is discussed at CPE meeting – where it is reviewed for transmission to the Ethics Committee, or is returned to the student to rework before it goes to the Ethics Committee. Supervisor agreed.

Ethics committees (if empirical)
Tier 1 (School level), Tier 2 (FREG) and Tier 3 (University level)

Tier 1
School Level

If: Work is of minimal or no ethical risk with (non NHS) subjects

If literature review or concept analysis only:
Feedback is provided to the student.

Feedback is provided to the student/student supervisor

Tier 2
Faculty Level
(FREG)

If: 1) Piece of work with many ethical implications
2) Research is conducted by staff on human participants
3) Research is with human participants who are NHS staff or clients

NHS LREC or Trust Research and Development if recommended by FREG

Tier 3
University Level

All proposals referred from FREG

The student may need to resubmit a reworked proposal, which might need to go to an ethics committee again.

The student meets with the supervisor and commences the dissertation.

The dissertation is submitted usually in the September of the year following enrolment.
Appendix 2.

Student Support Services
Student Services is a central department whose specific function is to provide a range of services to support you through university and to make sure you get the most from the student experience. We can help with all kinds of academic and non-academic issues. You don’t need to feel particularly worried about anything to benefit from our services either – sometimes we can just help optimise an experience which you are already enjoying. At other times, we provide professional support and advice on trickier subjects and have the experience and expert knowledge that delivers great benefits.

Below is an outline of some of the roles fulfilled by Student Services. This list is by no means exhaustive, but should give you an idea of what is on offer. Don’t worry if your particular question or difficulty doesn’t fit neatly into one of our named functions – we are happy to help whatever your need.

Career development
- Career planning, workshops, help with job applications and CVs
- Volunteering and work opportunities while at university
- Employment and further study choices

Chaplaincy
- Pastoral care for all faiths and none
- Lectures, social events, worship, discussion, retreats, pilgrimages

Childcare
- High quality, affordable, flexible childcare
- Information for studying parents

Counselling
- A confidential service, which allows a safe space to address issues and problems

Disability and dyslexia support
- Help with all disability and dyslexia issues, including funding
- Liaison with staff to coordinate appropriate learning and teaching support
- Screening for learning difficulties
- Programme of support on study skills

Health and wellbeing
- Links with local GP surgeries
- Sexual health, drugs and alcohol information, through UNISEX
- Advice on vaccinations and health issues

Student Advice Service
- General advice and focus on financial issues including fees, grants, bursaries, loans, additional funds and money management
- International students - immigration advice and Home Office regulations. Pastoral care, culture shock and home sickness

Get in touch
T: 01273 643845 Eastbourne
T: 01273 643584 Falmer
T: 01273 643187 Grand Parade
T: 01273 642895 Moulsecoomb
T: 01273 644363 University Centre Hastings
E: studentservices@brighton.ac.uk You can find further information about our services, including opening times and common queries in the Student Life section of studentcentral.
www.brighton.ac.uk/studentlife
University of Brighton

MA (International) Health Promotion

CONSENT FORM – UNPUBLISHED DOCUMENTS

I consent to ........................................ (Title of Document) being referred to in the following assignments.................................................................(Title(s) of Assignment).

I understand that this work may be used for the purposes of:
*Assessment
*Supervision
*Teaching
*Research
*Educational Audit
*Other (specify).........................
(*delete as appropriate)

The work will only be used for the purposes described above, by the Programme Team and their students, internal and external examiners.

Name of Student................................. Signature of Student.................................

Date.................................

Name of Organisation/ Trust Representative.................................

Signature of organisation/ Trust Representative.................................

Position................................. Date.................................