



# The Graduate School of Medicine & Veterinary Medicine

Master of Public Health (MPH)

Programme Handbook 2011/2012



College of Medicine  
& Veterinary Medicine  
The University of Edinburgh  
Public Health Sciences  
Teviot Place  
Edinburgh  
EH8 9AG

Email: [cphspg@ed.ac.uk](mailto:cphspg@ed.ac.uk)  
Telephone: 0131 650 3227  
Fax: 0131 650 6909

# Disclaimer

This handbook is a guide to what is expected of you on the MPH, and the academic and pastoral support available to you. Please read it carefully. It will help you to you make the most of your time on the Programme. Some important general aspects covered in this handbook are amplified in the University's Code of Practice for Taught Postgraduate Courses, which you will have been issued with your matriculation papers and which you are also expected to read. This handbook does not supersede the University Regulations, copies of which are available in the College Postgraduate Office. We have tried our best to ensure all information is correct upon printing.

The MPH programme wishes to thank Pat Boreham for her photography



This handbook has been prepared for the benefit of *Master of Public Health* students within the College of Medicine & Veterinary Medicine. It is intended to provide essential and useful information relating to your postgraduate education in a readily accessible, indexed form. Some of the material contained in this handbook appears in other literature, which you may have received from the University but we hope that this guide will provide a convenient point of reference at the start of your studies, and as you become more established in your work. It is anticipated that the handbook will develop with time into a helpful and dynamic resource and ultimately provide a comprehensive record of your achievements and postgraduate education at Edinburgh.

We realise that postgraduate students may have very different levels of knowledge about the University and Edinburgh. Some may have been undergraduates here and know the place in detail. For others arriving from overseas, this may be their first time in the UK. In preparing this handbook no prior knowledge of the University and Edinburgh is assumed.

We also recommend reading through the taught postgraduate Code of Practice, which can be viewed at:

<http://www.docs.sasq.ed.ac.uk/AcademicServices/Codes/CoPTaughtPGProgrammes.pdf>

## Index

<b>1. Master of Public Health</b>		3
<b>2. Arrival in Edinburgh</b>		
2.1	Matriculation	4
2.2	Fees	6
2.3	Selecting courses	7
2.4	University Card	7
2.5	Accommodation	7
2.6	Banking	8
2.7	Parking	8
2.8	Health & Safety	8
2.9	Smoking	9
2.10	Security	9
<b>3. Centre for Population Health Sciences</b>		
3.1	College of Medicine & Veterinary Medicine	10
3.2	Teaching Rooms	10
3.3	Computer Access	10
3.4	Library Facilities	11
3.5	IALS	12
3.6	WebCT	12
3.7	Transferable Skills	12
3.8	Photocopying	13
3.9	Student Photographs	13
3.10	Class Representative	13
3.11	Coffee Room	13
<b>4. Student Services</b>		
4.1	Medical Care	14
4.2	The International Office	14
4.3	Students' Association	15
4.4	Student Counselling Service	15
4.5	Sports & Recreation	15
4.6	Child Care	16
4.7	Student Employment & Career Services	16
4.8	Student Disability Service	16
<b>5. Programme Essentials</b>		
5.1	Programme Contacts	18
5.2	Supervisors & Tutors	20
5.3	Student Status	20
5.4	Interruption & Suspension of Studies	21
5.5	Student Absence	21
5.6	Programme Curriculum & Credits	22
<b>6. Guidelines &amp; Procedures</b>		
6.1	University Degree Regulations	25
6.2	Code of Practice for Taught Postgraduates	25
6.3	Assessment Procedures	25
6.4	Assignment Submission	26
6.5	Dissertation Guidelines	28
6.6	Referencing	34
6.7	Plagiarism	35
6.8	Turnitin ( <a href="http://www.submit.ac.uk">www.submit.ac.uk</a> )	36
<b>7. Course List &amp; Outlines</b>		
7.1	Course List	37
7.2	Details of Course Organisers	38
7.3	Course Descriptions	39
7.4	External Course Descriptions	64
7.5	Dissertation Workshops	79
<b>8. Timetable</b>		
8.1	Session Dates	80
8.2	Fresher Week Schedule & Important Dates	80
8.3	Course Timetable	83

## **Master of Public Health**

The Master of Public Health programme is based on a longstanding tradition of academic teaching and research in public health at the University of Edinburgh. Lectures delivered in 1791 by Andrew Duncan, who held the chair of the Institutes of Medicine, considered ways of discovering effective measures designed to achieve improvement in the health of a nation.

Postgraduate training in public health has been offered continuously at the University in one form or another since 1875, when a new postgraduate science degree, aimed at those wanting to be Medical Officers of Health, was introduced. Since the first chair of public health was established in 1898 and the opening of the Usher Institute of Public Health in 1902 the University has engaged in research covering epidemiology, environmental health, infectious diseases, medical statistics and social sciences in health and health care.

This handbook is designed to assist students as they progress through the MPH programme. It provides an overview of important administrative details and information on how the degree programme is managed, outlines key elements of the degree requirements and describes the range of courses offered by the programme.

## 2. On Arrival in Edinburgh

Important registration and matriculation information from the College of Medicine and Veterinary Medicine can be found at:

<http://www.ed.ac.uk/schools-departments/medicine-vet-medicine/postgraduate>. Matriculation documents will be required to complete your registration as a student at the University.

### 2.1 Matriculation and registration

All students must matriculate with the University at the beginning of their studies, and then matriculate for each new academic session thereafter.

Matriculation carries with it the agreement to abide by University rules. This includes payment of your tuition fees and other related costs, and allows access to the services and facilities offered to you by the University.

#### **NEW STUDENTS** - Joining a new Programme of Study

For new students matriculation consists of three elements, all of which must be completed before you are fully matriculated as a student of the University:

- Registration - registering at the University by completing a matriculation form and making arrangements for the payment of your tuition fees. Completion of the registration process is only one of the components required for full matriculation at the University of Edinburgh.
- Meeting with your Director of Studies or Supervisor and, where appropriate, agreeing your courses. The College/School in which you will be studying will supply you with details about the arrangements for meeting your Director of Studies.
- Fulfilling any admission criteria if prescribed by your College.

You can see if you have been registered by checking the Programmes channel in the MyEd Student Portal. Although your registration date will appear on your record within 24 hours of your registration form being received, any other amendments to your student record from the form will take longer to appear in MyEd.

## **RETURNING STUDENTS** - Returning to continue on a Programme of Study

Fully matriculated status for most continuing students will be achieved on confirmation by your School that you have returned to take up your studies. By continuing to study and holding the status of a fully matriculated student of the University of Edinburgh, you continue to be bound by your agreement to the Sponsio Academica which you signed when first registering as a student to join your programme of study.

You can review your registration and matriculation status in the Programmes channel in the MyEd Student Portal. The Personal Details channel on MyEd shows the contact details that we currently hold. You must advise us of any changes to your contact details or other information provided at initial Registration. A link from the Personal Details channel opens an online form to provide new information.

## **STUDENTS FROM OUTSIDE THE EU**

The UK government's new Points Based Immigration (Tier 4) legislation requires all non-EU students to submit a copy of their passport to the University.

A copy can be submitted to the University in a number of different ways:

1. Include a copy of the required pages when you return your registration form in the mail
2. You can hand in a copy to Registry, Old College
3. You can hand in a copy to Registry staff at Adam House, Chambers Street during Freshers' Week

The following pages are required to be copied:

- page(s) showing your identity and photograph
- page(s) showing the UK Entry Clearance sticker/stamp

## **New Students only - What should I do if I haven't received my Registration pack?**

If you have not received your registration pack at your contact address by the end of August 2011, please contact the Student Administration Team

requesting an electronic copy of the form.

[Registry@ed.ac.uk](mailto:Registry@ed.ac.uk)

## 2.2 Payment of Fees

Staff will be on hand at Adam House, Chambers Street, to assist with arrangements to pay Fees

Adam House will be staffed from Monday 12th September. You should attend Adam House if:

- You are liable to pay all or part of your tuition fees and have not made arrangements in advance
- You have not yet received confirmation of an award from SAAS or confirmation that your application for a tuition fee loan has been successful.

Further information about payment of fees and contact details for the Finance Department are available from their website.

Further information regarding fees can be found at <http://www.ed.ac.uk/schools-departments/finance/students/fees/overview> or [Feepayment@ed.ac.uk](mailto:Feepayment@ed.ac.uk).

### **We are not prepared to teach anyone who has not paid their fees.**

The University of Edinburgh introduced a Student Debt Policy in the 2007/08 academic year. Failure to pay fees may result in a deferral or interruption of your study. Students who fail to pay outstanding fees will not be eligible to attend the presentation for their award, receive a degree/diploma or transcript. Further information regarding the Student Debt Policy can be found at <http://www.ed.ac.uk/schools-departments/finance/students/fees/collecting-fees>.

The University runs a hardship fund should you find yourself in financial difficulty during your study, information is available at <http://www.ed.ac.uk/schools-departments/student-funding/financial-support/additional-financial-assistance/discretionary-fund>

## 2.3 Selecting courses and enrolling on the MPH programme

The final step is to attend programme induction sessions to select courses and confirm your attendance through the University Student Record System. During the induction session you will discuss course choices with the MPH Team who will enrol you onto your courses.

## 2.4 University Card

If you are staying in University accommodation and have applied for a Card, it may be included as part of your Student Welcome Pack.

All other new students should collect their card from Adam House, Chambers Street. Staff will be on hand from Monday 12th September to issue cards. Monday and Tuesday can be busy, so the quietest time for card collection would be towards the end of the week.

If you have to come to Adam House in person, you should do so at the following times:

Monday, 12<sup>th</sup> September 2010 9:15 – 12:30

Thursday, 15<sup>th</sup> September 2010 12:30-16:30

## 2.5 Accommodation

<http://www.ed.ac.uk/schools-departments/accommodation-services>

You are strongly advised to arrange your accommodation before your arrival in Edinburgh. If you wish to apply for University-controlled accommodation you should complete and return (if you have not already done so) the application form sent to you with your offer of admission as a postgraduate student to Accommodation Services, Reception Centre, Pollock Hall, 18 Holyrood Park Road, Edinburgh EH16 5AY (Tel +44 (0)131 667 1971 Fax +44 (0)131 667 0330 Email **Accommodation@ed.ac.uk**) as soon as possible. Do not wait until you arrive in Edinburgh to contact Accommodation Services. **Please note** that University accommodation for Postgraduate students is available from **Saturday, 10 September 2011**. If you have not made definite arrangements for your accommodation, you are advised to arrive in Edinburgh well in advance of the start of the academic

year in order to do so.

For those who have not secured accommodation, Accommodation Services will be providing advice at the Advice Centre at Pollock Halls:

Chancellor's Court, 5<sup>th</sup> –16<sup>th</sup> September 2011 (including weekends) from  
10am to 4pm

## **2.6 Banking**

If arriving from overseas it is recommended that you open a bank account as soon as possible to facilitate the payment of your award and allowances from your sponsor or handle daily expenses. Important advice on banking can be found at <http://www.ed.ac.uk/studying/international/finance/banking>. To open a bank account you will be required to have the following information:

- Proof of current & previous address
- ID with signature (e.g. Student ID or passport)
- If applicable, scholarship or funding letter
- Proof of fee payment
- Bank letter of Introduction

A Bank Letter of Introduction will be required and can be obtained from the International Office or the CMVM College Office at 0131 650 6460. For faster service you may want to complete the Request Form available at: <http://www.international.ed.ac.uk/forms/banking/>

## **2.7 Parking**

There is very limited parking space available in the area around Teviot Place and there is an extensive waiting list. However, if you are disabled or have a medical condition, you will be able to get a space. You should contact the Parking Office, 9-16 Chambers Street (650 9101) for an application form and details of car parking charges. Bike parking is entirely at students' own risk.

## **2.8 Health and Safety**

<http://www.ed.ac.uk/schools-departments/health-safety/>

The *Health and Safety at Work Act* places upon the University a duty to

ensure, as far as is reasonably practicable, the health and safety of all employees and students while on University premises. The University Safety Handbook contains the University Court's Safety Policy Statement and advice on general precautions as well as on precautions with particular hazards. Further information can be found on the Health & Safety website.

Individuals are responsible for their own safety and for the safety of others affected by their work. This includes responsibility for assessing, planning and carrying out any activity, emergency procedures, and the safe storage and ultimate disposal of any materials used. Overall responsibility rests with the supervisor and ultimately with the Head of Section/College.

Please ensure when the fire alarm goes off you leave the building immediately, please **do not** continue to work. The assembly point during an emergency is behind McEwan Hall. The fire alarms at Teviot Place are tested every Thursday at 10am and the test lasts for 45 seconds.

## **2.9 Smoking**

The University has adopted a "No Smoking" policy. Smoking is not permitted inside any building within the University of Edinburgh.

## **2.10 Security**

Non-emergency telephone number: (0131) 650 2257

Email: [Security@ed.ac.uk](mailto:Security@ed.ac.uk)

Web: [www.security.ed.ac.uk](http://www.security.ed.ac.uk)

In cases of emergency, University staff and students should notify University Security on 2222. This number is only available from the University internal telephone system. An emergency line has been set up for those University personnel who do not have access to the 2222 number. Staff/students in Residences or those calling from a mobile should dial (0131) 651 3999. It is not advised that you leave personal items unattended in University teaching or common rooms.

### 3. Centre for Population Health Sciences

#### 3.1 College of Medicine & Veterinary Medicine

<http://www.ed.ac.uk/schools-departments/medicine-vet-medicine>

The Master of Public Health is a taught Masters programme offered within the College of Medicine & Veterinary Medicine. The focal point of the programme is the Centre for Population Health Sciences where most of the teaching and administration takes place. The Centre for Population Health Sciences is located in the University's Old Medical School in Teviot Place. Contact details for the Centre are:

Centre for Population Health Sciences  
The University of Edinburgh  
Medical School, Teviot Place  
Edinburgh EH8 9AG  
General Enquiries: +44 (0) 131 650 3220  
Fax: +44 (0) 131 650 6909

In the Coffee Room each student will have a pigeon hole for external or internal mail received by the general office, in addition to other course documents. Any faxes can be received at 0131 650 6909.

#### 3.2 Teaching Rooms

The main teaching rooms are the **Sydney Smith Lecture Theatre** and the **Greenfield Computer Lab** in George Square. For group work students may use the Lind Room (Room 682); please see the PG Administrator for booking.

#### 3.3 Computer Access

<http://www.ed.ac.uk/schools-departments/information-services>

There are 6 computers and a printer in the CPHS PG Computer Hub in Room 681 on the 2<sup>nd</sup> floor. All MPH students are welcome to use the computers. You will be given the access code and code of conduct upon arrival. The computers are not for personal use or for students outside this programme, so **please do not bring friends**. The room is small, so be considerate of other users, and power down PCs when you have finished

with them (to limit the amount of heat produced by cooling fans). If you are not familiar with computer software packages please take advantage of the Transferable Skills courses that run throughout the year. The CPHS Coffee Room is wireless enabled. We also ask that students do not bring food into the Computer Hub.

Your research costs cover a minimal amount of printing and photocopying within the department, so please ensure you are printing only what is needed. All students will receive £50 in printing credit (which can be used in any University computing facility) upon arrival. Please contact the Postgraduate Administrator if you use all your credit. PowerPoint slides should be set to multiple slides per page in a black and white setting.

Student accommodation such as Pollock Halls of Residence also has computing facilities that are open 24 hours a day. The Main Library and the Greenfield Suites provide accessible computer labs for students.

### 3.4 Library Facilities

<http://www.ed.ac.uk/schools-departments/information-services/library-museum-gallery>

**The Medical Libraries** (Main Library, George Square; Royal Infirmary Little France; Western General Hospital) have an outstanding collection of current books (approximately 40,000 titles) and periodicals (approximately 60,000 volumes). All can be accessed via the library's computerised catalogue. In addition, the library provides access to a number of world-wide electronic databases, including Medicine, Biosis CABI and Current Contents and electronic versions of research journals.

Main Library, George Square	650 3409/3384
New Royal Infirmary	242 6340
Western General Hospital	537 2299

There is a small library on the second level of the PHS Coffee Room that includes a large selection of journals, textbooks, reference books and Dissertations. Dissertations submitted in previous years can be borrowed; please see the Postgraduate Administrator.

Staff and students of the university have full access and borrowing rights in all Edinburgh University libraries provided fees are up to date.

### **3.5 English Language Teaching Centre**

<http://www.ials.ed.ac.uk/>

For students whose second language is English the IALS runs various programmes to assist you during your time at Edinburgh. These courses run during Semesters 1 & 2 and are taught both in person and by distance-based learning. The courses include Listening Skills, Discussion Skills, Writing Examinations, Essential Grammar and Writing Postgraduate Assignments.

For those who are interested, the IALS also runs a Social Programme, which offers various tours, lectures and evening events for those new to Edinburgh.

### **3.6 WebCT**

<http://www.ed.ac.uk/schools-departments/information-services/services/learning-technology/webct/using/for-students>

WebCT is the University of Edinburgh's centrally-supported virtual learning environment (VLE). A VLE brings together tools for presenting course content and supporting interaction and communication for staff and students.

WebCT is accessed through MyEd and students will automatically have access to information for the courses they are attending. Students generally have little difficulty using WebCT, however some introductory information is available at:

<http://www.ed.ac.uk/schools-departments/information-services/services/learning-technology/webct/using>

### **3.7 Transferable Skills**

[www.transkills.ed.ac.uk](http://www.transkills.ed.ac.uk)

The Transferable Skills Programme offers postgraduate students in the College of Medicine & Veterinary Medicine a chance to further their skills in computer software, effective writing for scientific papers and effective presentations. We strongly advise you to sign up for courses that will

assist you with writing both your assessments and dissertation.

### **3.8 Photocopying**

All students are allocated a photocopy access code for the photocopier in CPHS (located in the Coffee Room). The access codes will be given out at the beginning of Semester 1. You are not charged for reasonable amounts of photocopying as it is part of the research costs paid with fees.

### **3.9 Student Photographs**

Photos of all students are taken during Week 1 and are displayed on the Centre for Population Health Sciences photo board along with those of staff and PhD students. This helps course organisers, lecturers and other members of staff familiarise themselves with the new students and vice versa. A group photograph will be taken at the same time.

**At no time will your photograph be used on the internet.**

### **3.10 Class Representatives**

College teaching staff welcome feedback from students about the programme. Feedback takes place via discussion with course organisers and questionnaires on individual courses. Students should elect two class representatives to pass on general comments and suggestions to course organisers and the Programme Team. The student representatives will meet regularly with the Programme Team and chair a feedback session at the end of each semester. The class will be asked to elect representatives by the end of week 3.

### **3.11 Coffee Room**

As a postgraduate student you are invited to make use of the staff coffee room facilities in CPHS, where there is a wide choice of teas and coffees and filtered/chilled drinking water. Your course fee will cover the cost of this privilege but in return you will be expected to follow the coffee room etiquette which applies to all users of the facilities. This is displayed on the coffee room notice board; please take the time to read the regulations.

**Please bring your own mug.** This is a staff and student coffee room so please clean up after yourself, all students and staff are expected to ensure the teaspoons are clean and available for the next person! The Coffee

Room is a staff common room and there may be the odd occasion when it is used for another purpose and may be temporarily unavailable to students.

## **4. Student Services**

### **4.1 Medical Care**

<http://www.health-service.ed.ac.uk/>

Students are encouraged to register with a GP practice as soon as possible after arrival in Edinburgh. The University Health Service provides comprehensive medical care under the National Health Service for all Edinburgh students registered for more than 6 months and their dependants who choose to register with the practice. The practice provides, in addition to the usual primary care medical services, nursing services, physiotherapy, psychiatric clinics, contraceptive, antenatal and child welfare clinics. The Centre also includes a pharmacy.

Richard Verney Health Centre, 6 Bristo Square, Edinburgh, EH8 9AL  
Telephone: 44 (0) 131 650 2777, Evenings & Weekends: 44 (0) 131 668 4427)

Nurses Appointments (Office Hours): 44 (0) 131 650 8241

E-mail: [health.service@ed.ac.uk](mailto:health.service@ed.ac.uk)

### **4.2 The International Office**

<http://www.ed.ac.uk/schools-departments/international-office>

57 George Square. Tel: 44 (0)131 650 4296

The International Office works both at home and abroad to ensure that students from outside the UK who have good academic backgrounds can obtain access to the University. In addition to undertaking missions overseas to meet potential students and overseas students' advisers, the staff in the International Office are responsible for maintaining the University's international profile, receiving overseas visitors and handling international exchange programmes and agreements. The Office arranges orientation programmes and social functions for overseas students, and also works alongside the International Students Centre to promote the welfare of overseas students within the University. As well as providing advice on issues such as visas and immigration, the Office acts as a liaison service for international students, linking them with a wide variety of student services from accommodation to careers, and student advisory and welfare

services.

### **4.3 Students' Association**

<http://www.eusa.ed.ac.uk/>

Every student is a member of Edinburgh University Students' Association (EUSA). All students are encouraged to make full use of the union facilities and also to use the Students' Representative Council (SRC). The Students' Association offers extensive facilities: bar and catering facilities, shops, library and study facilities, debating hall, discos, showers, video games, meeting rooms, laundry service, travel centre, fax service, photo machine, photocopying services and welfare advice. There are around 130 societies covering a wide variety of interests.

<http://www.eusa.ed.ac.uk/advice/>

The Students' Association runs a drop-in advice centre which provides information and advice on student issues including finance, accommodation, immigration, Council Tax and benefits as well as academic problems.

### **4.4 Student Counselling Service**

<http://www.ed.ac.uk/schools-departments/student-counselling>

The Student Counselling Service provides a professional and confidential service to all students of the University. The Service also aims to provide students with opportunities for personal development and growth. A list of the workshops they provide can be found online.

31 Buccleuch Place, Tel: 650 4170 or Weir Building, KB, Tel: 650 5773.

Email: [student.counselling@ed.ac.uk](mailto:student.counselling@ed.ac.uk)

### **4.5 Sports & Recreation**

<http://www.ed.ac.uk/schools-departments/sport-exercise/>

The Centre for Sport and Exercise and Edinburgh University Sports Union combine to provide a comprehensive service. Edinburgh is one of the most active and successful sporting universities in Britain and offers an unrivalled choice of sports and activities.

Facilities include a sports hall, eight glass back squash courts, circuit and weight training rooms and ergometry suites, a combat salle, archery and rifle ranges, and a Fitness Assessment and Sports Injuries Centre. The playing fields at Peffermill are within easy reach of the main University areas. Grass pitches and a floodlit synthetic grass pitch provide the training and competitive arenas for rugby, football, cricket, hockey, lacrosse and shinty. Other facilities at Peffermill include floodlit outdoor tennis courts, golf practice facilities and a Clubhouse.

Firbush Point Field Centre is situated 80 miles from Edinburgh on the south shore of Loch Tay. This superbly appointed centre provides a residential base for outdoor activities and field studies and is used throughout the year. Instructional courses are available. The centre is well equipped for sailing, canoeing, mountaineering and skiing. The University does arrange for transport to Firbush, please contact the Centre for details.

#### **4.6 Child Care**

<http://www.ed.ac.uk/schools-departments/day-nursery/>

The University has a day nursery which is run by trained staff seven days a week. Space is limited so please contact the nursery as soon as possible regarding placements. Students are liable for nursery fees, although a subsidy may be available. Other childcare facilities are available throughout the city [www.childcarelink.gov.uk/index.asp](http://www.childcarelink.gov.uk/index.asp).

#### **4.7 Student Employment & Career Services**

<http://www.ed.ac.uk/schools-departments/careers>

The Careers Service offers guidance and job-seeking facilities for postgraduates in any year of study. It can help with advice and information on permanent and temporary employment (part-time/ vacation), on further study, professional training, work overseas and voluntary work.

(33 Buccleuch Place. Tel: 650 4671)

#### **4.8 Student Disability Service**

<http://www.ed.ac.uk/schools-departments/student-disability-service>

We welcome disabled students (including those with specific learning difficulties such as dyslexia) and are working to make all of our courses accessible to all students. If you wish to talk to a member of academic staff

about the course requirements and your particular needs please contact Dr Jeremy Bradshaw at 0131 650 6139 or [j.bradshaw@ed.ac.uk](mailto:j.bradshaw@ed.ac.uk).

You can also contact the Student Disability Service, Third Floor, Main Library, George Square, 0131 650 6828 ([disability.service@ed.ac.uk](mailto:disability.service@ed.ac.uk)) and an Advisor will be happy to meet with you. The advisor can discuss possible adjustments and specific examination arrangements with you, assist you with an application for Disabled Students' Allowance or other funding if you do not qualify for this, give you information about available technology and personal assistance such as note takers, proof readers or dyslexia tutors, and prepare a Learning Profile for your School which outlines recommended adjustments. You will be expected to provide the Service with evidence of disability – either a letter from your GP or specialist, or evidence of specific learning difficulty. For dyslexia or dyspraxia this evidence must be a recent Chartered Educational Psychologist's assessment. If you do not have this, the Service can put you in touch with an independent Education Psychologist.

**If you have been issued Disability stickers by the Student Disability Service, you must ensure these are attached to your assignments.** If you have been granted disabled status, please contact the Programme Administrator who can ensure all course organisers are aware of your personal profile requirements. The Service will arrange an assessment and recommend assessment guidelines for markers.

## 5 Programme Essentials

### 5.1 Programme Contacts

#### Programme Administrator

The Programme Administrator works closely with the Programme Team, Course Organisers, and colleagues throughout the Graduate School and the wider University. The Programme Administrator is located in:

#### **Maggie Luttrell**

#### **Room 685**

Centre for Population Health Sciences

University of Edinburgh

Teviot Place

Edinburgh EH8 9AG

Tel: +44 (0)131 650 3227

Fax: +44 (0)131 650 6909

Email: [Maggie.Luttrell@ed.ac.uk](mailto:Maggie.Luttrell@ed.ac.uk)

Hours: **Mon – Thursday 9:30am – 12:30pm**

**(Please make an appointment for afternoons or Friday)**

#### **Dealing with queries & problems**

The first point of contact for any queries or problems that arise during your period of study is the **Programme Administrator**. All matters are dealt with in strict confidence. The Programme Administrator will take appropriate action which may involve consulting with the Programme Director, your personal tutor or the Postgraduate College (CMVM) Office.

#### **Programme Director**

The Programme Director is charged with overall responsibility for facilitating your orientation and smooth progression through the degree, from initial induction to the transition into the dissertation stage to successful completion. Your Programme Director is:

#### **Dr Niall Anderson**

Centre for Population Health Sciences

University of Edinburgh

Teviot Place

Edinburgh EH8 9AG

## Master of Public Health 2011-2012 Programme Handbook

Tel: +44 (0)131 650 3212  
Fax: +44 (0)131 650 6909  
Email: [Niall.Anderson@ed.ac.uk](mailto:Niall.Anderson@ed.ac.uk)  
Office: Room 506A

The Programme Director is available as a first line of pastoral support and advice for any scholarly or personal issues which may arise whilst you are on the programme. It is your responsibility to inform the Programme Director immediately of any problems that are interfering with your coursework or progress through the programme, including any religious or medical requirements that might affect your participation in any aspect of the programme.

### Programme Team

The Programme Director works with a team to manage and organise the programme. The team is responsible for promotion and admission, coordination of teaching, assessment, programme evaluation and curriculum development. Please keep in mind the team members may have allocated time slots for appointments and may not operate on a drop in basis.

Current team members include:

<b>Dr Niall Anderson</b>	<a href="mailto:Niall.Anderson@ed.ac.uk">Niall.Anderson@ed.ac.uk</a>
<b>Dr Christine Campbell</b>	<a href="mailto:Christine.Campbell@ed.ac.uk">Christine.Campbell@ed.ac.uk</a>
<b>Dr John F Forbes</b>	<a href="mailto:J.F.Forbes@ed.ac.uk">J.F.Forbes@ed.ac.uk</a>
<b>Dr Sarah Wild</b>	<a href="mailto:Sarah.Wild@ed.ac.uk">Sarah.Wild@ed.ac.uk</a>
<b>Maggie Luttrell</b>	<a href="mailto:Maggie.Luttrell@ed.ac.uk">Maggie.Luttrell@ed.ac.uk</a>

### Help with Course Choices

Dr Niall Anderson, Dr Christine Campbell, Dr John Forbes and Dr Sarah Wild are able to assist with course choices, please see their contact details below.

Course organisers can address queries about individual courses.

## 5.2 Supervisors & Tutors

The Programme Director is usually designated as the supervisor for all students on the programme; when you progress to the dissertation stage, a new supervisor suitable for your chosen dissertation topic will be allocated.

Personal tutors are drawn from the College teaching staff who are members of the programme team. Your tutor is there to offer you support and advice about any academic or personal matters during the programme and oversee your general academic progress. Specific questions about courses and assessment should be raised with the relevant course organiser in the first instance. You should arrange to meet your tutor at least once each semester to discuss your progress and dissertation plans.

## 5.3 Student Status

The full-time curriculum for students is 12 months. You are expected to remain in Edinburgh until your dissertation hand in on the **24<sup>th</sup> August 2012**. This period may not be reduced, and may be extended only in exceptional circumstances. Any extension may lead to a lengthy delay in graduation. The part-time study period is 24 months, which may be increased by up to 12 months.

While some students might wish to undertake paid employment in the evenings or weekends, you are advised that the programme is planned on the assumption that students are able to devote themselves fully to the demands of the programme. Taking on significant part-time work is liable to create problems particularly when students progress to the dissertation component of their degree. You are advised to consult your tutor and dissertation supervisor about any employment which you might consider undertaking during the academic year.

It is important that the Programme Administrator has accurate and up to date contact details for all students enrolled on the programme. Please complete and return the 'contact details' form by **Friday, 16<sup>th</sup> September 2011**. Please also advise of any address, telephone or email changes during the academic year. Students are able to update their contact details with the University through MyEd.

**Please check your University of Edinburgh student email account frequently –official communication from the Programme Team and the University will go to this address and not to personal email accounts** (it is straightforward to set up automatic forwarding to a personal email account within the sms.ed.ac.uk system, however). Also, please ensure that you can receive electronic attachments, as documents are often sent out via email.

#### **5.4 Interruptions & Suspension of Studies**

It is a priority for schools and supervisors that you keep to an agreed timetable. If for any reason your programme of study is interrupted by illness or enforced absence, you must inform your supervisor. It may then be possible to arrange an official suspension of your studies and the time you are absent will not count as part of your period of registration.

It is possible to obtain a suspension of studies if you have health or personal problems that are affecting your ability to deliver course work. However, if this occurs in term time the nature of some assignments means there may be a need to suspend for an entire year. If there is a possibility that suspension may later become necessary then you should be advised to obtain, as a precaution, a medical certificate or some such documentation of the scale of the disruption being experienced.

#### **5.5 Student Absence**

Unless authorised leave of absence has been granted, full-time students are required to be resident in Edinburgh for the full period of their programme, including the whole of the examination diet (occasionally assessments may need to be rescheduled with very little notice). This period excludes formal University holidays (winter break, spring break and after final dissertations have been submitted). Please realise that absences may impact on your grades.

If you have to leave Edinburgh for more than 3-7 days during the programme, you must inform your supervisor and the programme administrator in advance of leaving.

If you wish to leave Edinburgh for more than one week, you must give reasons to, and have formal permission in advance, from both the

programme director and the supervisor of any project then under way.

If you have to be away from your studies for more than a few days because you are ill;

- You must inform the programme administrator as soon as possible
- If you are unwell for more than seven days (which includes a Sat & Sun) you must submit a medical certificate from your doctor, to the programme administrator, within a week of your return.

If a situation arises beyond your control which means you have to be away without advance permission (e.g. a bereavement) then please inform the supervisor and programme administrator as soon as possible (e.g. by email).

Please realise that time away from your studies may impact on your grades. No concessions for late submissions will be granted unless

- there is documented evidence that you have followed the steps above, OR
- the reasons why you were away from Edinburgh were completely beyond your control.

The Special Circumstances Board which is held before the Final Exam Board will only consider submissions about absences if the above rules have been followed.

## **5.6 Programme Curriculum & Credits**

The curriculum leading to the MPH requires each student to complete courses (totalling 120 credits) and a dissertation (60 credits). The 120 taught course credits comprise four compulsory courses (40 credits) and a variety of elective courses (80 credits) chosen by the student.

**To avoid examination timetabling clashes, it is the students' responsibility to ensure that their record of courses is accurate by the end of week 3 of each semester. Changes to your course registration cannot be made after this time.**

### **Compulsory Courses**

Introduction to Epidemiology	10 credits
Introduction to Statistics & Critical Appraisal	10 credits
Introduction to Qualitative Methods	10 credits
Introduction to Systematic Reviews	10 credits

### **Recommended Course**

In addition to the above compulsory courses, we **strongly recommend** that all students take the following elective course:

Introduction to Research Ethics	10 credits
---------------------------------	------------

### **Elective Course Pathways**

The elective courses make up 80 credits of the degree requirements. Each pathway includes courses designed for students aiming to pursue a variety of professional careers in public health or students who require a more in depth theoretical and empirical grounding that can provide the specialist skills required for an academic career.

Advice on the choice and combination of recommended elective courses for individual students can be obtained from members of the Programme Team. Some suggested course choices within the domains of epidemiology and statistics, public health, social science and health, ethics and public health are illustrated below. Course outlines are available in Section 7 and on WebCT.

#### **Epidemiology and Statistics**

- Statistics & Analysis
- Statistical Modelling
- Further Statistical Modelling
- Extended Epidemiology
- Advanced Protocol Development

#### **Public Health**

- Health Promotion
- Epidemiology for Public Health
- Introduction to Global Health
- Global Burden of Mental Illness
- Public Health Research: International Issues

#### **Social Science and Health**

- Palliative & End of Life Care in Local & Global Contexts

## Master of Public Health 2011-2012 Programme Handbook

Sociology of Public Health  
Qualitative Research in Health  
Resource Allocation and Health Economics  
Research Skills in the Social Sciences: Data Collection  
Research Skills in the Social Sciences: Data Analysis  
Research Design

### **Ethics and Public Health**

Public Health Ethics  
Introduction to Global Health  
Genetics, Nature & Society

### **Health Technology Assessment**

Clinical Trials  
Advanced Protocol Development  
Resource Allocation and Health Economics  
Statistical Modelling  
Further Statistical Modelling

### **Public Health and Policy**

Global Politics of Public Health  
Globalisation and Public Health  
Health System Reforms and Public Private Partnerships

## 6 Guidelines & Procedures

### 6.1 University Degree Regulations

<http://www.drps.ed.ac.uk/>

The definitive source of information on courses, degrees, and the regulation that govern them is the **Degree Regulations and Programme of Study** which is published online each academic year. The DRPS deals with all postgraduate degrees including the University Guidelines on Submission of Dissertations.

### 6.2 Code of Practice for Taught Postgraduate Programmes

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Codes/CoPTaughtPGProgrammes.pdf>

The Code of Practice is a guide to required practice based upon the University's Regulations and reasonable expectations. It has been written both for students on degree programmes and for the academic staff who organise and teach them.

The Code provides practical advice on matters that might emerge in taking or running a taught postgraduate programme; it sets out guidance on procedures and good practice relevant to all types of taught postgraduate programmes; and draws attention to rights and responsibilities of both students and staff.

### 6.3 Assessment Procedures

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.pdf>

Assessment is a two-stage process. Each taught course component is assessed at the end of the semester in which the course is held. **Progress to the dissertation component is conditional on attaining a minimum of 80 credits with a mark of at least 50% and be awarded an overall average of at least 50% for the 120 credits of study in the taught portion of the programme.**

Each course is assessed using set course work and/or an examination. The course organiser will give you details of course work to be submitted

by specific dates (see Section 8.2). Course assignments will be clearly indicated as forming part of your formal assessment, and will be distinct from and additional to, other work which your course organisers may ask you to do for teaching purposes.

**Late** submissions will be penalised at a rate of 5% per working day, up to a maximum of 5 days, after which a mark of zero will be given. Students with a valid and documented reason for late submission should inform the Programme Team before the submission deadline.

Submissions that exceed the assigned word limit for the assignment **will not be accepted**. The assignment will be returned for it to be reduced to the specified word count. If this entails a re-submission after the deadline, the penalties described above **will** apply.

Students who believe that extenuating circumstances exist which prevent them from sitting an **examination** in the scheduled time or venue should contact Programme Director. Travel arrangements, early departure during the semester, holidays, etc do NOT constitute extenuating circumstances.

## **6.4 Assignment Submission**

When submitting assignments you should hand in **two hard copies** (to the assessment hand in box outside the PG Administrator's Office) before or by the given submission time and date. A **cover sheet** and **Own Work Declaration Form** are available on WebCT, please attach this sheet to the front of the two copies of your assignment. To enable anonymous marking, **please ensure that only your exam number is on your assignment, for example in the header or footer along with page numbers.** Your name should only be on the separate Own Work Declaration Form.

In addition, please submit **one electronic copy** via the Turnitin link on the relevant course page in WebCT (see section 6.8 for more details). Follow the guideline above with regard to use of exam numbers only.

**Therefore, for each assignment, please submit:**

2 paper coversheets

1 paper Own work Declaration

2 paper copies of the assignment (Exam number only)

1 electronic copy via Turnitin (WebCT) (Exam number only)

Please be advised that there are **NO resits of exams or resubmissions of assessments** in the College of Medicine and Veterinary Medicine.

The Programme uses the University's Postgraduate Common Marking Scheme for both the taught and dissertation components:

### Assessment of the taught and dissertation components

Mark	Grade	Description
90-100%	A1	An excellent performance,
80-89%	A2	satisfactory for a distinction
70-79%	A3	
60-69%	B	A very good performance
50-59%	C	A good performance, satisfactory for a masters degree
40-49%	D	A satisfactory performance for the diploma, but inadequate for a masters degree*
30-39%	E	Marginal Fail*
20-29%	F	Clear Fail*
10-19%	G	Bad Fail*
0-9%	H	

\* In those programmes where a diploma may be awarded for the taught component only, a failed dissertation may be put aside and the diploma awarded.

Candidates with marginal failures in elements assessed early in their courses, and for whom such performances may be shown to be atypical in the light of later examination performance, may bring their case to the Examination Board by way of the Special Circumstances Committee.

### Marking and Academic Feedback

Coursework and examinations on the taught component of the programme are marked anonymously by two internal examiners and moderated independently by at least one external examiner. Students receive their

marks, grades and other feedback on coursework throughout the programme.

A Board of Examiners is convened to consider formally the results of the coursework assessments, examinations and dissertations. Two external examiners (from other UK universities) are also involved in marking a selection of assessments (coursework and the dissertation), considering borderline marks and reviewing overall programme standards. Decisions reached by the Board of Examiners on student progression and recommendations on the award of degrees and diplomas are reported to the College Postgraduate Studies Committee. Feedback will be filtered to students upon receipt.

Board of Examiners Meetings are held in June & September:

Chair(s):	Professor Sarah Cunningham-Burley
Programme Director:	Dr Niall Anderson
External Examiners:	Professor Jill Pell
	TBC

## **6.5 Dissertation Guidelines**

### **Dissertation Guidance**

The second component of the taught MPH programme is the dissertation. This is an opportunity for students to undertake a library-based or empirical research project that develops their research skills and capacity for independent study.

### **Learning Objectives**

Students will:

- Select a research question/ area of study.
- Develop an appropriate methodology to investigate their research question
- Prepare and analyse secondary data, or undertake a philosophical/ critical analysis of library materials.
- Apply critical skills to evaluating the research they have carried out
- Present a comprehensive write up of the research and its findings

### **Length – Word Count**

- 12,000 words, excluding data appendices and frontispiece (table of contents, abstract, list of figures, etc).
- Anything that appears as data is not counted, for example sets of tables, graphs and quotations from interviews, etc. The bibliography is also excluded from the total word count.

### **Teaching methods**

The allocation of dissertation supervisors will occur during Semester 2. Students can expect to meet with their dissertation supervisor for between 6-10 hours during the course of the academic year. These meetings should be used to develop and refine a research question, discuss the design of the study or dissertation (if theoretical), develop an appropriate methodology, discuss the analysis and presentation of the findings, in addition to any trouble shooting that may be required. The timing and duration of these meetings is to be agreed between the student and their supervisor. Records of these meetings should be kept by the student and will be kept by the supervisors.

Supervisors will read the dissertation not more than twice. They may comment upon each chapter as it is written and one complete draft of the dissertation. The date for submission of draft work (both individual chapters and complete draft) is to be organised by the supervisor and student.

### **Supervisors**

A list of supervisors and their research interests/topics they are prepared to supervise will be circulated to students, who should contact the supervisors they would like to work with. Since many supervisors may be oversubscribed, students should identify a ranked list of projects that they might wish to undertake. The Programme Team will be responsible for helping identify an appropriate supervisor if a student cannot find their own. Only departmental academic staff can supervise MPH dissertations, although joint supervision by an external member of staff is also possible.

**Dissertation allocation for listed projects will be made in such a way as to maximise everyone's chances of assignment to a preferred option, but you may not receive your first choice of project.**

### **Advice from other College teaching staff**

Generally students should not seek advice from other members of the College teaching staff. However, in some cases it may be helpful to the student (and the supervisor) if specific questions about, for example, specialised methods were directed to those with particular expertise. The referral of these questions should be through the supervisor who agrees that such expertise is necessary to progress the dissertation.

### **Format and submission**

**All dissertations should follow the presentation and style guidance outlined below with referencing in accordance with the Harvard system described in the link listed in section 6.6.**

You must submit 2 paper copies of your completed bound dissertation by **16:00 Friday, 24<sup>th</sup> August 2012** to the Programme Administrator, along with an Own Work Declaration Sheet (this should NOT be bound into the dissertation). **Also submit** one **electronic** copy of the dissertation via Turnitin/WebCT (section 6.8). Earlier hand-ins are welcome.

Late submission will be subject to penalties which will reduce your mark (5% per working day, up to a maximum of 5 days), delay the examination of your dissertation and may postpone completion of the degree requirements for the MPH. **Submission extensions are not generally allowed unless medical evidence supports an application for late submission. As outlined in the Postgraduate Assessment Regulations, it is the responsibility of the student to bring any medical issues to the Board's attention. Any application must be made well before the submission date to the Programme Director.**

Even short extensions can delay graduation from November to June of the following year, due to the tight turnaround between the internal examination, the Board of Examiners Meeting and the final nominations for College of Medicine & Veterinary Medicine graduation.

### **Criteria for assessment**

Dissertations address many different topics using a variety of study designs and techniques. Some may provide a critical survey or synthesis of research evidence whereas others apply research methods to an existing

dataset or develop a critique of a theoretical framework that has been used to inform research in public health. The general criteria that are used to assess the dissertation span a number of domains. To achieve at least a Masters pass, a dissertation must demonstrate a satisfactory level of competence in both analysis and expression. The MPH dissertation marking sheet summarises the criteria and illustrates the range of performance within each specific area that will be assessed by the internal and external examiners.

Clarity of expression is important. Your work should be carefully presented for the readers (i.e. examiners) who may not necessarily be specialists in the topic your dissertation addresses. Complex ideas, very specialised literature or unusual methods should be fully explained and described using plain English. A brief introduction or lead-in section explaining what each chapter is about will help the reader. Factual accuracy is also important when presenting information in text, tables or graphs.

Further information can be found at:

<http://www.docs.sasq.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.pdf>

### **Ethics**

Please review with your supervisor as soon as possible the ethical requirements for your dissertation. In CPHS we follow the procedures set out by the School of Health in Social Sciences (HiSS), these guidelines can be found at <http://www.ed.ac.uk/schools-departments/health/information-for-staff/documents>. HiSS guidelines have a three level ethical review procedure.

LEVEL 1 **All students** must complete the Level 1 self audit. This must be undertaken with your supervisor who must agree with you all of the answers in this self audit. Please submit a copy of the form, signed by both you and your supervisor, to the Postgraduate Administrator. The Level 1 form will be available in the Dissertation section of WebCT.

If you are going to collect data directly from people you must proceed to level 2/3.

**LEVEL 2** If your project falls under the remit of an external ethics committee (for example, a project involving NHS patients or staff should be submitted to an LREC) then you should submit the project to the required committee. If your project does not fall within the remit of an external committee but you intend to collect data directly from people, either face to face or over the phone, (the types of research that fall into this category are primarily interview, observational and focus group studies) or your study is ethically contentious or you and/or your supervisor are unsure about ethical issues raised in your project you must fill in the HiSS level 2 form. Please complete this form with your supervisor and then submit the form plus a short proposal outlining the study to the Postgraduate Administrator. You should **NOT** begin recruitment or data collection until this form has been reviewed and you are given clearance to do so.

**LEVEL 3** All projects which are ethically contentious (e.g. projects involving vulnerable subjects, covert observation or those raising issues concerning consent or confidentiality of data ) and do not fall under the remit of an external ethics committee will be reviewed by the HiSS ethics committee. Please see HiSS guidelines for these procedures. Once again, you should **NOT** begin any data collection recruitment until the committee has given approval for you to proceed.

When binding your dissertation you are required to put a copy of all ethics documents as an appendix (including Level 1).

More information on ethical review procedures within CPHS can be found in the Dissertation section of WebCT. Please consult this material for up to date information before beginning discussions with your supervisor.

### **Results and feedback**

The Postgraduate Common Marking Scale described above will be used. The MPH may be awarded with a distinction if a student is awarded at least 70% for the dissertation and has achieved an average of at least 70% for the taught component, passing all courses with a mark of at least 40%.

Examiners may judge that the dissertation reaches the required standard for a Masters level pass, despite the existence of small deficiencies and

editorial imperfections. In the event of such issues being identified, students will NOT be requested to correct and re-submit dissertations – only a single submission will be allowed.

No feedback on the result of your dissertation is possible until after the Board of Examiners meeting in September/October 2012. Please keep in mind the levels of feedback may vary. The final awards list will be posted and letters describing the minor deficiencies, minor editorial or technical deficiencies will be distributed to students. An official transcript of marks will be provided by Registry.

## **Dissertation Presentation & Style Instructions**

### **Size and Thickness of Paper**

All copies either A4 (minimum weight 70 gsm.) or permanent photocopies cut to A4 size

### **Type or Print**

Consistent and clear type of laser print quality should be used for all copies for both text and illustrations.

### **Layout of Text**

- 4cm binding margin
- 2cm head margin
- 2.5cm fore-edge margin
- 4cm tail margin

The text of the thesis should be produced in single-sided copy, on right-facing pages only. Alternatively, the text of the thesis may be produced in double-sided copy; in which case each chapter must start on a right-facing page. The main text should be in not less than 1 1/2 spacing (or 18 points leading). Quotations and notes should be in single spacing. Pagination must be continuous throughout and include all plans, tables, illustrations, etc., which are bound in with the text. Handwritten numbers in indelible ink are acceptable.

### **Character Size**

The size of character used throughout the text, including prefatory material, appendices and displayed matter, should not be less than 2.0 mm for capitals and 1.5 mm for x-height (i.e. the height of lower-case x). Character sizes should be at least 10 points, with body text (text other than headings) not exceeding 12 points.

### **Character Styles — fonts**

Where there is a choice of character style or font, a serif font eg. Times (New Roman) or Palatino - should be used for the main text and a sans serif font - e.g. Helvetica or Arial - for headings and labelling diagrams, etc.

### **Word spacing and division**

Text should be set to ensure an even spacing between words for any particular line. Word division at the ends of lines (hyphenation) should be avoided if possible.

### **Claiming research costs**

You may claim a maximum of £350 in research costs. All receipts must be provided and related to your dissertation for a refund. Please collect all receipts and complete ONLY the name and address column of the expense claim form on WebCT. Any expense related to the research and production of your dissertation is covered to the maximum claimable amount, for example, printers, toner, journal copies, transcription cost, software, conferences, etc. It takes 4-6 weeks to receive your refund from the finance department in the form of a cheque. Payment is made with expenses only.

## **6.6 Referencing**

Data and information that you use in preparing your coursework and dissertation should be clearly and fully acknowledged. References should be given when:

- Data or ideas are used from any written source
- Passages are summarised from any written source
- Exact words from another person's work are quoted (in such circumstances the extract must then be delimited by quotation marks)

The Harvard (author, date) system should be used for citing references in assignments and dissertations. An excellent guide to the Harvard system of referencing can be found at:

[http://www.bournemouth.ac.uk/library/citing\\_references/docs/Citing\\_Refs.pdf](http://www.bournemouth.ac.uk/library/citing_references/docs/Citing_Refs.pdf)

## **6.7 Plagiarism**

The University's degrees and other academic awards are given in recognition of the candidate's personal achievement. Plagiarism (the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another) is academically fraudulent and an offence against University discipline. The innocent misuse or citation of material without formal and proper acknowledgement can constitute plagiarism, even when there is no deliberate intent to cheat. In addition, material which one has prepared for assessment on another course (any course, including undergraduate) cannot be submitted again for a second course; this is considered 'self-plagiarism'.

Plagiarism, at whatever stage of a candidate's course, whether discovered before or after graduation, will be investigated and dealt with appropriately by the University. If after investigation, it is established that work submitted for assessment has been plagiarised to a significant extent that will be permanently noted on a candidate's record.

Any student with questions or concerns about the meaning and interpretation of the University's regulations should contact the Programme Director.

University guidelines on the avoidance of plagiarism and the University policy on plagiarism can be found at:

<http://www.ed.ac.uk/schools-departments/academic-services/students/postgraduate-taught/discipline/plagiarism>

**It is strongly recommend that you read the information available at the site above, as well as the following:**

<http://www.eusa.ed.ac.uk/plagiarism/>

<http://www.drps.ed.ac.uk/10-11/regulations/postgrad.php>

## 6.8 Turnitin

Turnitin is a database search tool that allows electronic documents to be compared to a library of peer-reviewed journals, websites and other submitted files in order to detect similarities in the text. It can thus be used to detect examples of plagiarism, although requires care in use as it may also detect quotations, references and other standard text strings.

All formal (non-exam) assignments and dissertations should be submitted via the system, which is accessed through the relevant course folder in WebCT. The resulting Originality Reports (assessments of textual similarity, given a percentage rating) will be made available to all markers.

**Please make sure that you submit your essay using your exam number only. Do not use your name, do not submit a cover sheet with your name on it, and do not use your name anywhere in the work. This is to ensure that all work is marked anonymously.**

Students are encouraged to use the General Submission facility in the MPH programme folder in WebCT to look at originality reports for any document they choose, and may use this section as often as they wish (submissions to this folder are NOT stored in the document library and will have no effect on future submissions). This is a very useful learning tool as very often it will pick up sections of text that have been improperly referenced. Final submissions are made through the individual course folders. Please do experiment with it well before the first submission deadline!

You will find a student guide to TurnItIn at:

[http://www.ed.ac.uk/polopoly\\_fs/1.22364!fileManager/submitturnitinplwebct.pdf](http://www.ed.ac.uk/polopoly_fs/1.22364!fileManager/submitturnitinplwebct.pdf)

## 7 Course List & Outlines

### 7.1 Course List

#### Compulsory Courses (Semester 1)

Introduction to Epidemiology	10 credits
Introduction to Qualitative Research	10 credits
Introduction to Statistics & Critical Appraisal	10 credits

#### Compulsory Courses (Semester 2)

Introduction to Systematic Reviews	10 credits
------------------------------------	------------

#### Elective Courses (Semester 1)

Health Promotion	10 credits
Introduction to Global Health	10 credits
Introduction to Research Ethics ( <i>Strongly Recommended</i> )	10 credits
Public Health Ethics	10 credits
Statistics & Analysis	10 credits

#### Elective Courses (Semester 2)

Advanced Protocol Development	10 credits
Clinical Trials	10 credits
Communicable Disease Control and Health Protection	10 credits
Epidemiology for Public Health	10 credits
Extended Epidemiology	10 credits
Further Statistical Modelling	10 credits
Genetic Epidemiology	10 credits
Global Burden of Mental Illness	10 credits
Palliative & End of Life Care in Local & Global Contexts	10 credits
Public Health Research – International Issues	10 credits
Qualitative Research in Health	10 credits
Resource Allocation & Health Economics	20 credits
Sociology of Health & Illness	20 credits
Statistical Modelling	10 credits

#### External Courses relevant to the MPH:

##### Semester 1

Economics of Health Policy	10 credits
Globalisation and Public Health	10 credits
Health Policy Analysis	10 credits
Introduction to Health Systems	10 credits
Public Health & Health Inequalities	10 credits
Introduction to Medical Anthropology	10 credits
Research Skills in Social Sciences: Data Analysis	20 credits
Research Skills in Social Sciences: Data Collection	20 credits

##### Semester 2

Genetics, Nature & Society	20 credits
Global Politics of Public Health	20 credits
Health Systems Reform & Public Private Partnership	20 credits
Research Design	20 credits
Social Determinants of Health & Public Policy	20 credits

## 7.2 Details of Course Organisers for the Programme

NAME	COURSE	PHONE NO	EMAIL
Professor Amanda Amos	Health Promotion	650 3236	<a href="mailto:Amanda.Amos@ed.ac.uk">Amanda.Amos@ed.ac.uk</a>
Dr Niall Anderson	Statistical Modelling Further Statistical Modelling	650 3212	<a href="mailto:Niall.Anderson@ed.ac.uk">Niall.Anderson@ed.ac.uk</a>
Professor Kenneth Boyd	Public Health Ethics		<a href="mailto:K.Boyd@ed.ac.uk">K.Boyd@ed.ac.uk</a>
Dr Christine Campbell	Introduction to Systematic Reviews	650 2807	<a href="mailto:Christine.Campbell@ed.ac.uk">Christine.Campbell@ed.ac.uk</a>
Professor Harry Campbell	Public Health Research: International Issues	650 3218	<a href="mailto:Harry.Campbell@ed.ac.uk">Harry.Campbell@ed.ac.uk</a>
Professor Sarah Cunningham-Burley	Introduction to Qualitative Methods Introduction to Research Ethics Qualitative Research in Health Sociology of Health & Illness	650 3217	<a href="mailto:Sarah.C.Burley@ed.ac.uk">Sarah.C.Burley@ed.ac.uk</a>
Dr John Forbes	Resource Allocation & Health Economics	650 3214	<a href="mailto:J.F.Forbes@ed.ac.uk">J.F.Forbes@ed.ac.uk</a>
Dr Liz Grant	Introduction to Global Health Global Burden of Mental Illness	650 2680	<a href="mailto:Liz.Grant@ed.ac.uk">Liz.Grant@ed.ac.uk</a>
Dr Phil Mackie	Epidemiology for Public Health	-	<a href="mailto:phil.mackie@nhs.net">phil.mackie@nhs.net</a>
Gillian McHugh	Introduction to Statistics & Critical Appraisal Clinical Trials	651 1340	<a href="mailto:Gillian.McHugh@ed.ac.uk">Gillian.McHugh@ed.ac.uk</a>
Professor Scott Murray	Palliative & End of Life Care in Local & Global Contexts	650 9498	<a href="mailto:Scott.Murray@ed.ac.uk">Scott.Murray@ed.ac.uk</a>
Dr Martyn Pickersgill	Public Health Ethics		<a href="mailto:martyn.pickersgill@ed.ac.uk">martyn.pickersgill@ed.ac.uk</a>
Dr Jackie Price	Advanced Protocol Development	650 3230	<a href="mailto:Jackie.Price@ed.ac.uk">Jackie.Price@ed.ac.uk</a>
Dr Igor Rudan	Extended Epidemiology	650 3210	<a href="mailto:Irudan@hotmail.com">Irudan@hotmail.com</a>
Dr Janet Stevenson	Communicable Disease Control & Health Protection	-	<a href="mailto:janet.stevenson@nhslothian.scot.nhs.uk">janet.stevenson@nhslothian.scot.nhs.uk</a>
Dr Pam Warner	Statistics & Analysis	650 3248	<a href="mailto:Pam.Warner@ed.ac.uk">Pam.Warner@ed.ac.uk</a>
Dr Sarah Wild	Introduction to Epidemiology	651 1630	<a href="mailto:Sarah.Wild@ed.ac.uk">Sarah.Wild@ed.ac.uk</a>
Dr Jim Wilson	Genetic Epidemiology	-	<a href="mailto:jim.wilson@hgu.mrc.ac.uk">jim.wilson@hgu.mrc.ac.uk</a>

## 7.3 Individual Course Descriptions

### Introduction to Epidemiology (Core)

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Dr Sarah Wild / Dr Sarah Hill
<b>Course Instructor(s):</b>	Dr Sarah Wild / Dr Sarah Hill
<b>Time:</b>	Semester 1 Weeks 1-11 Tuesday, 14:00-15:50
<b>Short course description:</b>	This course introduces approaches to describing and comparing the distribution and determinants of factors related to health within and between populations in the context of public health practice, research and policy.
<b>Course prerequisites:</b>	None
<b>Aim:</b>	To introduce students to measures of health and disease and their comparison across populations and how possible associations between exposures/ risk factors and disease outcomes are investigated.
<b>Learning objectives:</b>	Understanding of strengths and weaknesses of routine population health and disability data and their summary measures Understanding of design, analysis and interpretation of epidemiological studies in the context of public health practice, research and policy Understanding of sources of error and ability to critically appraise epidemiological studies
<b>Teaching methods:</b>	The course will consist of lectures and practical sessions.
<b>Assessment:</b>	2500 word essay

## **Introduction to Qualitative Research (Core)**

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Professor Sarah Cunningham-Burley
<b>Course Instructor(s):</b>	Professor Sarah Cunningham-Burley
<b>Time:</b>	Semester 1 Weeks 1-11 Wednesday, 11:10-13:00
<b>Short course description:</b>	The course provides an introduction to qualitative research methods. Underlying approaches will be examined and then different methods will be looked at in more detail. Practical components will be incorporated into the sessions and visiting lecturers who are actively involved in qualitative research will talk about their research experience. Students will be expected to carry out one in-depth interview, participate in class exercises and discussions and do background reading on the topics. Students will also learn how to analyse qualitative data, what some of the challenges of mixing methods are and how to appraise published qualitative research.
<b>Course prerequisites:</b>	None
<b>Aim:</b>	To provide an introduction to analyzing qualitative research.
<b>Learning objectives:</b>	<ul style="list-style-type: none"><li>• Understand the underlying approaches to qualitative research, the differences between quantitative and qualitative research and the challenges of mixing methods.</li><li>• Identify some of the different ways in which qualitative research may be used.</li><li>• Compare and contrast focus groups, individual interviews and participant observation. Understand techniques for making sense of unstructured data.</li><li>• Be confident about all aspects of the research process and be reflexive researchers.</li><li>• Be able to appraise critically published qualitative research.</li></ul>
<b>Teaching methods:</b>	The course will consist of lectures and practical sessions.
<b>Assessment:</b>	3,000 word assignment

## **Introduction to Statistics & Critical Appraisal (Core)**

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Gillian McHugh
<b>Course Instructor(s):</b>	Gillian McHugh
<b>Time:</b>	Semester 1 Weeks 1-11 Tuesday & Friday 10:00-10:50
<b>Short course description:</b>	The course provides an introduction to the key concepts of the statistical methods typically used in public health research, and will introduce students to the techniques used to appraise critically published quantitative research in the public health and epidemiological literature.
<b>Course prerequisites:</b>	None
<b>Aim:</b>	The course aims to provide an introduction to statistical thinking and to explain some of the basic principles underlying statistical methods, without considering particular techniques in full mathematical detail. This should allow sufficient knowledge to appraise statistical methods described and applied in the literature. In addition, the course aims to provide a broader framework for critical appraisal of all aspects of published quantitative public health research, so that students are equipped to assess the literature in all areas of their future study and careers.
<b>Learning objectives:</b>	<ul style="list-style-type: none"><li>• Be familiar with the basic principles underlying statistical thinking, including areas such as types of data, the relationship between population and sample, sampling methods, confidence intervals and hypothesis testing.</li><li>• Be able to criticise published literature in a careful and systematic way.</li></ul>
<b>Teaching methods:</b>	The course will consist of lectures and tutorial sessions.
<b>Assessment:</b>	Written exam at the end of semester.

## Introduction to Systematic Reviews (Core)

<b>Credit Value:</b>	10
<b>Course Organisers:</b>	Dr Christine Campbell
<b>Course Instructor(s):</b>	Dr Christine Campbell and guest lecturers
<b>Time:</b>	Semester 2 Week 1-5, Week 7 Friday 14:00-15:50
<b>Short course description:</b>	This course will introduce students to basic concepts of systematic reviews, and pooling of data through meta-analysis. Areas to be considered will include the rationale for systematic reviews, how they impact on health care decision-making, and the basic steps in undertaking a systematic review. The principles of meta-analysis will be discussed, along with some basic examples.
<b>Course prerequisites:</b>	None
<b>Aim:</b>	To introduce students to the basic concepts underpinning systematic reviews and meta-analysis. To begin the development of the range of skills necessary to undertake a systematic review, and to develop understanding of the role of systematic reviews in evidence based health care and decision making.
<b>Learning objectives:</b>	<ul style="list-style-type: none"><li>• Develop an understanding of the principles of systematic reviews and meta-analysis, including rationale, literature searching strategies, quality assessment of studies and pooling of data using techniques such as meta-analysis.</li><li>• The approach to systematic reviews by organisations including the Cochrane Collaboration will be described, and students will be expected to gain understanding of these approaches.</li><li>• Develop very basic understanding of the statistical and other concepts underpinning meta-analysis and other methods of pooling data.</li></ul>
<b>Teaching methods:</b>	There will be a mixture of learning methods including self-directed learning projects, seminars, group work and lectures.
<b>Assessment:</b>	Critical appraisal of a published systematic review.

## **Advanced Protocol Development (Elective)**

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Dr Jackie Price
<b>Course Instructor(s):</b>	Dr Jackie Price
<b>Time:</b>	Semester 2 Weeks 1-5 Wednesday 9:00-10:50
<b>Short course description:</b>	Preparation of a study protocol
<b>Course prerequisites:</b>	Introduction to Epidemiology Introduction to Research Ethics Introduction to Qualitative Research Introduction to Statistics & Critical Appraisal
<b>Aim:</b>	To provide advanced practical skills for the preparation of a protocol for conducting an epidemiology study.
<b>Learning objectives:</b>	<ul style="list-style-type: none"><li>• Understand the practicalities of conducting an epidemiological study.</li><li>• Plan the methodological detail of the study.</li><li>• Write a detailed research protocol.</li></ul>
<b>Teaching methods:</b>	Classes will comprise a mixture of lecture and workshop sessions. Lectures will outline the general principles of protocol development, and provide examples of successful protocols using a variety of epidemiological research designs. Students will be expected to develop an outline of an application mid-way through the course and present this to their peers for discussion. This will form the basis of the protocol submitted for assessment at the end of the course.
<b>Assessment:</b>	Each student will submit a final protocol for marking. This will be a substantive piece of work, equivalent to a grant application to a funding body such as the Chief Scientist Office or the Medical Research Council.

**Basic Skills in Spreadsheet and Stats Software** (*recommended/prerequisite*)

<b>Credit Value:</b>	Non-credit-bearing
<b>Course Organiser:</b>	Dr Pamela Warner
<b>Course Instructor(s):</b>	Dr Pamela Warner
<b>Time:</b>	Semester 1 Weeks 6-10 Tuesdays 9-11 (Greenfield Computer lab)
<b>Short course description:</b>	This course will give basic practical training in the use of spreadsheet/statistical software (Excel and SPSS), for data summary and tabulation, very simple analysis, and graphing. The course will also consolidate understanding of the statistical methods of the core <i>Introduction to Statistics &amp; Critical Appraisal</i> course.
<b>Course prerequisites:</b>	None
<b>Aim:</b>	To enable development of key skills needed for the MPH course, and in any future career in public health.  To provide essential foundation skills for the intermediate and advanced statistics courses in semester 2.
<b>Learning objectives:</b>	By the end of the course students will be able to use the software packages Excel and 'SPSS' to perform basic statistical analyses, and create high quality/ informative tables and graphs
<b>Teaching methods:</b>	This course is designed to mesh with the statistics part of <i>Introduction to Statistics</i> (in that learning will build on/ reinforce its lectures and tutorials). Learning will be mainly via computer laboratory practical workbooks, allowing each student to work at her/his own pace, with tutor support to hand. There will be some brief explanatory presentations.
<b>Assessment:</b>	Assessment will comprise a practical task and a formative quiz. These will be marked, for student feedback and learning, but these marks <b>will not count towards total MPH mark.</b>

## **Clinical Trials (Elective)**

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Gillian McHugh
<b>Course Instructor(s):</b>	Gillian McHugh
<b>Time:</b>	Semester 2 Weeks 1-5, 7-11 Tuesday 14:00-15:50
<b>Short course description:</b>	Design of clinical trials, principles of analysis, and interpretation of findings.
<b>Course prerequisites:</b>	None
<b>Aim:</b>	To introduce students to the role of clinical trials, and the most frequently used designs, together with the principles that underpin their analysis and interpretation.
<b>Learning objectives:</b>	Understand the role of the randomised controlled trial in a range of areas of application. Identify appropriate populations for different types of analysis. Understand the principles of analysis. Contribute to the design of clinical trial protocols. Areas to be covered include: <ul style="list-style-type: none"><li>• Basics of clinical trial design</li><li>• Randomisation, avoidance of bias, ethical issues</li><li>• Types of trial design</li><li>• Parallel groups, cross-over trials, sequential methods</li><li>• Sample size</li><li>• Explanatory vs pragmatic trials</li><li>• Regulatory/organisational aspects</li><li>• Analysis of parallel group studies</li><li>• Cross-over trials design and analysis aspects,</li><li>• Two period trials, multi-period trials N-of-1 trials</li><li>• Trials for equivalence</li><li>• Use of baseline values</li><li>• Interpretation of results multiple testing, subgroup analysis published papers</li><li>• Introduction to unusual and advanced methods of design and analysis</li></ul>
<b>Teaching methods:</b>	Lectures, tutorials, class exercises
<b>Assessment:</b>	Design of a clinical trial protocol

## **Communicable Disease Control and Health Protection (Elective)**

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Dr Janet Stevenson
<b>Course Instructor(s):</b>	Dr Janet Stevenson & guest lecturers
<b>Time:</b>	Semester 2 Weeks 1-5, 7-11 Tuesday 09:00-10:50
<b>Short course description:</b>	The course provides an introduction to communicable diseases and an appreciation of the theory and practice of their control and prevention.
<b>Course prerequisites:</b>	Basic understanding of infectious agents including bacteria, viruses, prions.
<b>Aim:</b>	To provide an introduction to communicable disease control and health protection principles.
<b>Learning objectives:</b>	By the end of this course students will be able to:- <ul style="list-style-type: none"><li>• understand the significance of communicable disease as a public health issue both in the UK and internationally</li><li>• describe the epidemiology of important communicable diseases in the UK and internationally</li><li>• describe the principles of surveillance, investigation, control and prevention of communicable disease in the UK and internationally</li><li>• outline the different methods available for the control of communicable diseases</li><li>• apply the principles of investigating an outbreak of communicable disease</li><li>• outline the principles underlying vaccination and immunisation and the methods for monitoring and evaluating immunisation programmes.</li></ul>
<b>Teaching methods:</b>	The course will consist of lectures and practical sessions.
<b>Assessment:</b>	Essay

## **Epidemiology for Public Health (Elective)**

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Dr Phil Mackie
<b>Course Instructor(s):</b>	Dr Phil Mackie and guest lecturers
<b>Time:</b>	Semester 2 Weeks 1-5, 7-11 Monday 14:00-14:50
<b>Short course description:</b>	The course provides grounding in some of the areas of applied epidemiology, which is part of public health practice.
<b>Course prerequisites:</b>	None
<b>Aim:</b>	To provide an introduction into health surveillance, disease registration and the implementation and assessment of screening programmes.
<b>Learning objectives:</b>	Understanding of the principles, application and effectiveness of: <ul style="list-style-type: none"><li>• Population health surveillance.</li><li>• The role of disease registration; and screening for early detection, prevention and control of disease.</li></ul>
<b>Teaching methods:</b>	The course will consist of lectures and practical sessions.
<b>Assessment:</b>	Formal assessment will be by coursework and seminar presentation. A case study will be submitted on which a seminar will be presented. Both elements will contribute to the final assessment.

## **Extended Epidemiology (Elective)**

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Dr Igor Rudan
<b>Course Instructor(s):</b>	Dr Igor Rudan
<b>Time:</b>	Semester 2 Weeks 1-5 Tuesday & Friday 11:10-13:00
<b>Short course description:</b>	The course reviews issues in epidemiological study design, analysis and interpretation including standardisation, effect modification, measurement error, regression dilution bias, limitations of routine data, power and sample size, scales and the role of multi-variable analyses in epidemiology, with references to specific study designs (e.g. migrant studies, twin studies, life course epidemiology) and disease areas (cancer, cardiovascular disease, communicable disease) and the epidemiologic transition.
<b>Course prerequisites:</b>	Introduction to Epidemiology Introduction to Research Ethics Introduction to Qualitative Research Introduction to Statistics & Critical Appraisal or Statistics & Analysis
<b>Aim:</b>	To provide an opportunity for students to extend their knowledge and understanding of design, analysis and interpretation of epidemiological studies in the context of public health research.
<b>Learning objectives:</b>	<ul style="list-style-type: none"><li>• Knowledge of how to identify the appropriate study design to answer a public health research question.</li><li>• Understanding of the concepts of epidemiological study design and analysis. The skills to critically appraise epidemiological studies.</li></ul>
<b>Teaching methods:</b>	The course will consist of lectures and practical sessions.
<b>Assessment:</b>	An assignment in the form of a critical appraisal of the design, analysis and interpretation of an epidemiological study and a study design exercise will be used for the assessment.

## Further Statistical Modelling (Elective)

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Dr Niall Anderson
<b>Course Instructor(s):</b>	Dr Niall Anderson / Dr Linda Williams
<b>Time:</b>	Semester 2 Weeks 7-11 Monday 11.10-13.00, Thursday 9.00-10.50
<b>Short course description:</b>	This course describes the principles of more advanced statistical methods suited to continuous data, and considers how these should be interpreted appropriately.
<b>Course prerequisites:</b>	Statistics & Analysis
<b>Aim:</b>	To introduce students to statistical methods for modelling continuous and survival data, and to provide training and experience in applying and interpreting these appropriately using statistical software. Builds on the general modelling principles established in the Statistical Modelling prerequisite course.
<b>Learning objectives:</b>	<ul style="list-style-type: none"><li>• Demonstrate an understanding of the application and interpretation of linear models such as Analysis of Variance, and multiple regression models.</li><li>• Show familiarity with the Poisson distribution and Poisson regression and in particular with their application to the calculation of standardised rates.</li><li>• Recognise the need for specialised techniques for survival data, and demonstrate an understanding of the application and interpretation of Kaplan-Meier methods and Cox proportional hazards models in this situation.</li><li>• Select and apply methods suitable for measurement validation.</li><li>• Show knowledge of and ability to use suitable generic principles of statistical modelling, for exploring interactions and confounding, selecting variables and choosing appropriate explanatory variable formats.</li><li>• Undertake modelling appropriately using statistical software.</li></ul>
<b>Teaching methods:</b>	Lectures, class exercises, tutorial and computing practicals
<b>Assessment:</b>	Assignment comprising analysis of data and report.

## Genetic Epidemiology (Elective)

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Dr Jim Wilson
<b>Course Instructor(s):</b>	Dr Jim Wilson
<b>Time:</b>	Semester 2 Weeks 7-11 Tuesday & Friday 11:10-13:00
<b>Short course description:</b>	This course will provide an introduction to the basic principles of genetic epidemiology applied to complex diseases of public health importance. The course will introduce sufficient basic concepts in genetics to motivate the later explanations, and then consider the range of study designs used in practice and the rationales for these. Appropriate statistical methods will be outlined and other issues such as public on-line sources of genetic data and ethical principles will also be discussed.
<b>Course prerequisites:</b>	Introduction to Research Ethics Statistics & Analysis
<b>Aim:</b>	To introduce students to some basic concepts of genetics, and then describe the key study designs and methods used in the investigation of the genetic causes of common, complex diseases that impact on public health.
<b>Learning objectives:</b>	<ul style="list-style-type: none"><li>• Understand basic concepts in genetics such as recombination, PCR, microsatellite markers, etc.</li><li>• Understand the concept of complex, as opposed to Mendelian, diseases.</li><li>• Be familiar with commonly used study designs, such as association and nuclear family designs, and understand strengths and weaknesses of these.</li><li>• Understand the principles of the appropriate methods of statistical analysis for these designs.</li><li>• Be able to evaluate and assess published literature in genetic epidemiology.</li><li>• Have exposure to on-line sources of genetic data.</li></ul>
<b>Teaching methods:</b>	The course will consist of a series of ten 1 hour lecture sessions, along with supporting tutorials.
<b>Assessment:</b>	Written examination, consisting of short answer questions.

## **Global Burden of Mental Illness (Elective)**

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Dr Liz Grant
<b>Course Instructor(s):</b>	Dr Liz Grant
<b>Time:</b>	Semester 2 Weeks 1-5 Wednesday 11:10-13:00
<b>Short course description:</b>	This course will define the epidemiology and classification systems of mental disorders; describe the main mental illnesses and how they may present in differing cultural contexts, explore the burden of mental illness and discuss the bio-psychosocial management of these illnesses in low and emerging economy contexts
<b>Course prerequisites:</b>	None
<b>Learning objectives:</b>	On completion of this course the candidate will: <ul style="list-style-type: none"><li>• Understand the rationale for psychiatric classification systems and the extent of their use in different cultures.</li><li>• Understand basic epidemiological concepts and diagnostic procedures.</li><li>• Describe the presentation and course of schizophrenia, bipolar illness, depression, delirium, dementia and substance misuse.</li><li>• Have awareness of the treatment and management of the above conditions in different clinical and cultural contexts.</li><li>• Have awareness about mental health policy and mental health law.</li><li>• Understand the concept of risk.</li><li>• Translate psychiatric skills to other clinical and non-clinical contexts.</li></ul>
<b>Assessment:</b>	Written essay of 3,000 words.

## Health Promotion (Elective)

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Professor Amanda Amos
<b>Course Instructor(s):</b>	Professor Amanda Amos and guest lecturers
<b>Time:</b>	Semester 1 Weeks 1-11 Monday 11:10-13:00
<b>Short course description:</b>	The course will introduce and explore some of the key concepts and models in health promotion and health education and their underpinning principles and values. The main part of the course will consider the stages involved in health promotion programme planning, development and evaluation. This will include critical reflection on most widely used models and theories of health-related behavioural change. Examples of good practice will be used to illustrate and explore key issues.
<b>Course prerequisites:</b>	None
<b>Aim:</b>	To provide an introduction to the theory and practice of health promotion, and to critically review approaches to planning and evaluation in health promotion and their application.
<b>Learning objectives:</b>	<ul style="list-style-type: none"><li>• Describe and discuss the factors, principles, perspectives and theories which contribute to and shape current health promotion policy and practice.</li><li>• Show a critical understanding of a range of approaches and methods used in health promotion planning and evaluation, and their appropriateness and applicability.</li><li>• Describe and discuss the main stages involved in planning and evaluating health promotion programmes and activities.</li></ul>
<b>Teaching methods:</b>	The course will use a mixture of learning methods including lectures, workshops and self-directed learning.
<b>Assessment:</b>	An essay (2500 words) in which the student will produce a plan for a health promotion programme or intervention on a topic of their own choice.

## **Introduction to Global Health (Elective)**

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Dr Liz Grant
<b>Course Instructor(s):</b>	Dr Liz Grant
<b>Time:</b>	Semester 1, weeks 1-11 Monday, 14:00-15:50
<b>Short course description:</b>	The course aims to provide an understanding of the key concepts and issues related to global health, including the global health architecture, the impact of vertical and horizontal programme interventions and the global burden of disease.
<b>Course prerequisites:</b>	None
<b>Aim:</b>	
<b>Learning objectives:</b>	At the completion of this course, the candidate should: <ul style="list-style-type: none"><li>• Understand the global health architecture.</li><li>• Have an overview on the efforts and methods (and political rationale) directed towards measuring and specifying the magnitude of health problems in the world (global burden of disease and Disability Adjusted Life Years DALYs).</li><li>• Be equipped to identify key risk factors and missed opportunities for development, that contribute to overall disease burden, and particularly to non communicable disease burden.</li><li>• Understand the global health workforce crises</li><li>• Appreciate international health policy issues related to prioritization of resources for health care and health research.</li></ul>
<b>Assessment:</b>	3000 word essay.

## **Introduction to Research Ethics (Elective)**

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Professor Sarah Cunningham-Burley
<b>Course Instructor(s):</b>	Professor Sarah Cunningham-Burley and others
<b>Time:</b>	Semester 1 Weeks 1-5 Wednesday, 14:00-15:50
<b>Short course description:</b>	The course will look at the ethical requirements for undertaking public health research: epidemiological, experimental and qualitative research. It will also consider the basic principles of good scholarship common to all fields of public health research. The areas to be considered will include issues of ethics and governance and basic ethical principles.
<b>Course prerequisites:</b>	None
<b>Aim:</b>	To introduce students to some of the principles of research ethics and research governance procedures.
<b>Learning objectives:</b>	Students should develop an understanding of the ethical principles underlying public health research. By the end of the course, they should be able to: <ul style="list-style-type: none"><li>• Identify the ethical issues that may arise when undertaking different types of research in Public Health and assess critically the published literature.</li><li>• Appreciate the principles of good scholarship in the context of public health research.</li><li>• Develop an understanding of the strengths and weaknesses of different qualitative methods, the links between them and how they can be employed to undertake research in Public Health.</li></ul>
<b>Teaching methods:</b>	The course will use a mixture of learning methods, including self-directed learning, group work and lectures.
<b>Assessment:</b>	Written essay.

**IT IS STRONGLY RECOMMENDED THAT ALL STUDENTS  
TAKE THIS COURSE**

## **Palliative & End of Life Care in Local & Global Contexts (Elective)**

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Professor Scott Murray
<b>Course Instructor(s):</b>	Professor Scott Murray / Dr Liz Grant
<b>Time:</b>	Semester 2 Week 6 (this is a week long intensive course which runs full time over 5 days)
<b>Short course description:</b>	<p>As population age and the burden of non communicable diseases increases the need for improving policy, practice and processes for delivering effective palliative care has become a global priority.</p> <p>This course will provide an overview of global and local palliative care needs exploring the different constructs of palliative care, the cultural, social, spiritual beliefs about illness and death, the range of palliative care services available in different cultural and country settings, and the palliative care research agenda. The course is dynamic and interactive, and much of the learning will be through global resources.</p>
<b>Course prerequisites:</b>	None
<b>Learning objectives:</b>	<p>By the end of the course, students should be able to:</p> <ul style="list-style-type: none"><li>• Understand the concept of universal comprehensive palliative care as an approach that improves the quality of life of all patients and their families facing life-threatening illness, through the prevention and relief of suffering by means of early identification, assessment and treatment of pain and other problems, physical, psychosocial and spiritual.</li><li>• Understand principles of research and research methodologies appropriate for palliative care research</li></ul> <p>Understand the nature and diversity of cultural sensitivities to palliative care, death and dying within local communities and cultures</p> <ul style="list-style-type: none"><li>• Be familiar with different models of care and organisation of palliative care in different parts of the world</li><li>• Understand the complexities of the needs of patients and their families, including bereavement counselling.</li><li>• Understand the applicability of palliative care to all life-threatening chronic illnesses including cancer, organ failure, and physical frailty and dementia</li></ul>
<b>Teaching methods:</b>	Lectures
<b>Assessment:</b>	Group presentation and essay

## Public Health Ethics (Elective)

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Professor Kenneth Boyd / Dr Martyn Pickersgill
<b>Course Instructor(s):</b>	Professor Kenneth Boyd / Dr Martyn Pickersgill
<b>Time:</b>	Semester 1 Weeks 6-11 Wednesday 14:00-15:50
<b>Short course description:</b>	The course will examine some of the key ethical issues in public health, attending particularly to the links between local and global perspectives and concerns. It will consider how approaches from and debates within philosophy, law and the social sciences (for instance, about personhood, dignity, rights and justice) can contribute to our understanding of the historical and contemporary shaping of current ethical issues, the nature of their impact in relation to public health, and how they might be tackled. Topics to be covered include health promotion, infectious diseases, and screening.
<b>Course prerequisites:</b>	Introduction to Research Ethics
<b>Learning objectives:</b>	By the end of the course, students should be able to: <ul style="list-style-type: none"><li>• Explain the significance of some of the key ethical concerns in public health today.</li><li>• Describe the links between individual and societal rights, and local and global concerns.</li><li>• Analyse current and emerging concerns in public health by drawing on concepts and debates from philosophy and the social sciences.</li><li>• Evaluate ethical arguments in terms of how debates emerge and how agendas are set.</li><li>• Recommend solutions for ethical concerns.</li></ul>
<b>Teaching methods:</b>	Lectures
<b>Assessment:</b>	Group presentation and essay

## **Public Health Research: International Issues (Elective)**

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Professor Harry Campbell
<b>Course Instructor(s):</b>	Professor Harry Campbell and guest lecturers
<b>Time:</b>	Semester 2 Weeks 1-5, 7-11 Thursday 11:10-13:00
<b>Short course description:</b>	This course will consider some research aspects of important topics in International Health.
<b>Course prerequisites:</b>	None
<b>Aim:</b>	To provide an international perspective to public health research.
<b>Learning objectives:</b>	<ul style="list-style-type: none"><li>• The methods employed in estimating Global Burden of Disease.</li><li>• How global health research spending relates to the global burden of disease - the “10/90” gap –</li><li>• The impact of medical research on genomics on health inequity globally.</li><li>• Ethical considerations to conducting health research in developing countries.</li></ul>
<b>Teaching methods:</b>	The course will consist of lectures and student presentations. Some of the lectures will be from guest speakers, where possible.
<b>Assessment:</b>	Students will be given feedback informally on their class presentations. Formal assessment will be by a written essay on an international aspect of public health research.

## **Qualitative Research in Health (Elective)**

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Professor Sarah Cunningham Burley / Dr Marilyn Kendall
<b>Course Instructor(s):</b>	Professor Sarah Cunningham Burley / Dr Marilyn Kendall
<b>Time:</b>	Semester 2 Weeks 7-11 Wednesday 11:10-13:00
<b>Short course description:</b>	This course is an in-depth examination of qualitative approaches, methods and issues looking specifically at their application in health related research. It includes narrative research, qualitative longitudinal and multi-perspective research, researching sensitive issues. online researching and different analytical approaches. The emphasis will be on advanced knowledge and practice..
<b>Course prerequisites:</b>	Introduction to Qualitative Research, or equivalent
<b>Learning objectives:</b>	<ul style="list-style-type: none"><li>• To provide students with an in-depth understanding of the application of qualitative research methods in the investigation of health related issues.</li><li>• To develop the student's awareness of different approaches to conducting qualitative research.</li><li>• To examine both sustained and novel approaches in the field.</li></ul>
<b>Assessment:</b>	Written assignment (75%) and learning log (25%).

## Resource Allocation and Health Economics (Elective)

<b>Credit Value:</b>	20
<b>Course Organiser:</b>	Dr John Forbes
<b>Course Instructor(s):</b>	Dr John Forbes
<b>Time:</b>	Semester 2 Weeks 1-5, -711 Thursday 14:00-15:50
<b>Short course description:</b>	This course will examine the basic economic principles and methods used to analyse health and health care. The emphasis is on the application of economics to key research issues and policy challenges surrounding the health of populations.
<b>Course prerequisites:</b>	None
<b>Aim:</b>	To illustrate how basic economic principles and methods can be used to inform research and knowledge based policy in health and health care.
<b>Learning objectives:</b>	<ul style="list-style-type: none"><li>• Gain knowledge of the central microeconomic concepts that can be applied to health and health care.</li><li>• Develop their understanding of the potential role of markets in health care regulation and reform.</li><li>• Acquire skills for conducting and appraising economic evaluations of health care programmes.</li><li>• Progress their knowledge and understanding of how basic concepts of equity can be used to evaluate inequalities in health service access, use and outcomes.</li></ul>
<b>Teaching methods:</b>	Teaching will involve a mixture of lectures and case studies.
<b>Assessment:</b>	Case based seminars and written assignment.

## **Sociology of Health and Illness (Elective)**

<b>Credit Value:</b>	20
<b>Course Organiser:</b>	Professor Sarah Cunningham-Burley
<b>Course Instructor(s):</b>	Professor Sarah Cunningham-Burley and invited lecturers
<b>Time:</b>	Semester 2 Weeks 1-5, 7-11 Wednesday 14:00-15:50
<b>Short course description:</b>	This course introduces sociological perspectives on health, illness and the practice of public health. Key themes include the social patterning health and illness, risk, surveillance and health, lay and expert knowledge, constructions of health and illness, the media and health, and new technologies and health.
<b>Course prerequisites:</b>	None
<b>Aim:</b>	To introduce students to the main theoretical perspectives in the sociology of health and illness, and their application in public health research.
<b>Learning objectives:</b>	Students will develop an understanding of different sociological perspectives and be able to evaluate the strengths and weakness of different theories.  They will learn to examine key concepts and approaches in public health from a critical sociological perspective, developing their awareness of issues regarding the production and distribution of power and knowledge.  They learn to link individual experiences of health and illness with social forces, group dynamics, and the social construction of normality.
<b>Teaching methods:</b>	Seminars will be structured around key themes, and will examine key research papers. All students are required to do pre-seminar reading and make one presentation to the class, which will be assessed.
<b>Assessment:</b>	Seminar presentation (20%) and an assignment of 2,500 words (80%).

## Statistical Modelling (Elective)

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Dr Niall Anderson
<b>Course Instructor(s):</b>	Dr Niall Anderson / Dr Linda Williams
<b>Time:</b>	Semester 2 Weeks 1-5 Monday 11.10am-13.00, Thursday 9:00-10:50
<b>Short course description:</b>	This course describes the main principles of statistical modelling and introduces logistic regression for modelling binary outcome variables in epidemiological studies.
<b>Course prerequisites:</b>	Statistics & Analysis
<b>Aim:</b>	To introduce students to the principles and practice of statistical modelling, and to provide training and experience in applying these appropriately to data using statistical software via logistic regression as the main exemplar.
<b>Learning objectives:</b>	<ul style="list-style-type: none"><li>• Show knowledge of and ability to select and interpret results of suitable analytical approaches to statistical modelling.</li><li>• Show knowledge of approaches to exploring interactions and confounding.</li><li>• Understand the principles of good practice in model building and validation.</li><li>• Demonstrate an understanding of the interpretation of logistic regression analyses.</li><li>• Undertake logistic regression analyses appropriately using statistical software.</li></ul> <p>Methods to be covered include:</p> <ul style="list-style-type: none"><li>• stratified contingency tables and Mantel-Haenzsel Odds Ratios,</li><li>• binary logistic regression,</li><li>• conditional logistic regression,</li><li>• methods for assessing appropriate formats for including explanatory variables,</li><li>• variable selection methods,</li><li>• diagnostic methods.</li></ul>
<b>Teaching methods:</b>	Lectures, class exercises, tutorial & computing practicals
<b>Assessment:</b>	Assignment comprising data report.

## Statistics and Analysis (Elective)

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Dr Pamela Warner
<b>Course Instructor(s):</b>	Dr Pamela Warner
<b>Time:</b>	Semester 2 Weeks 1-10 Mondays 9-11 (Greenfield Computer lab) & Thursdays 4-5pm (SSLT)
<b>Short course description:</b>	This 2 <sup>nd</sup> -level course will consolidate understanding and build on skills acquired in semester 1. It will extend coverage to a broader range of key statistical concepts/ methods, while at the same time enhancing conceptual understanding of the introductory statistical methods. It will inculcate skills to select and apply these methods to real data to achieve appropriate descriptive summary, estimation of effects, hypothesis-testing and graphical presentation, with a strong focus on appropriate interpretation of findings. In parallel, the course will provide intermediate level training in analysis and reporting/graphing (using SPSS, Excel and/or calculators).
<b>Course prerequisites:</b>	Basic Skills in Spreadsheet and Stats Software Introduction to Statistics & Critical Appraisal (core)
<b>Aim:</b>	To provide students with a deeper understanding of basic methods of data summary and statistical inference as applied in public health and medical research, and to provide experience and training in applying these appropriately to data, and in reporting findings.
<b>Learning objectives:</b>	By the end of the course students will be able to: <ul style="list-style-type: none"><li>▪ Demonstrate an understanding of the value of confidence intervals in data reporting and of the uses and abuses of hypothesis testing.</li><li>▪ Use both a calculator and the software package 'SPSS' to perform basic statistical analyses, and Excel and SPSS to draw graphs</li><li>▪ Select and apply an appropriate method of analysis for a variety of research designs and data types, and interpret the findings.</li><li>▪ Assess measurement quality.</li><li>▪ Understand the issues in sample size estimation and undertake simple sample size calculations</li><li>▪ Calculate confidence limits for ratios, and for paired and independent group differences in means and proportions.</li><li>▪ Understand/ undertake:<ul style="list-style-type: none"><li>– student's t-test in paired or independent samples</li></ul></li></ul>

- chi-squared tests for association for two-way tables, paired proportion data and trends
- non-parametric analytic methods, including correlation
- sample size estimation for simple study designs

**Teaching methods:**

The course teaching is designed to allow each student to work at her/his own pace, with tutor support. The main engagement with new material is via specified preparatory readings and computer laboratory practicals, with tutors in attendance. There are minimal formal lectures but there will be overview lectures and handouts bringing out key points in the material studied each week (readings and laboratory/calculator exercises). Optimum learning will require full engagement with preparatory reading, computer practicals and calculator exercises. Throughout the entire course, formative quizzes/tasks will enable students to monitor their learning.

**Assessment:**

Examination with structured questions.

## Dissertation (Core)

<b>Credit Value:</b>	60
<b>Course Organiser:</b>	Dr Niall Anderson, Dr John Forbes & Dr Sarah Wild
<b>Course Instructor(s):</b>	Personal supervisors
<b>Course Prerequisites:</b>	Variable, depending upon type of project proposed
<b>Aim:</b>	To undertake a library-based or empirical research project.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"><li>• Select a research question/ area of study.</li><li>• Develop an appropriate methodology to investigate their research question.</li><li>• Prepare and analyse secondary data, or undertake a philosophical/ critical analysis of library materials.</li><li>• Apply critical skills to evaluating the research they have carried out</li><li>• Present a comprehensive write up of the research and its findings (Max. 12,000 words excluding bibliography, appendices and data presentation).</li></ul>
<b>Teaching Methods:</b>	<p>The allocation of supervisors will occur during Semester 1. Students can expect to meet with their dissertation supervisor for between 6-10 hours during the course of the academic year. These meetings should be used to develop and refine a research question, discuss the design of the study or dissertation (if theoretical), develop an appropriate methodology, discuss the analysis and presentation of the findings, in addition to any trouble shooting that may be required. The timing and duration of these meetings is to be agreed between the student and their supervisor. Records of these meetings should be kept by the student and will be kept by the supervisors.</p> <p>Supervisors will read the dissertation not more than two times. They may comment upon each chapter as it is written and one complete draft of the dissertation. The date for submission of draft work (both individual chapters and complete draft) is to be organised by the supervisor and student.</p>
<b>Assessment:</b>	Formal dissertation – maximum 12000 words

## 7.4 External Course Descriptions

The following outlines are courses that run outside the College of Medicine and Veterinary Medicine but are related to postgraduate public health study. Students may take these courses as part of their elective credits. Please note there may be clashes with our time table and permission may required by the course organiser to attend.

### **School of Social and Political Science:**

**Contact:** [gradschool.sps@ed.ac.uk](mailto:gradschool.sps@ed.ac.uk)

Analysing Qualitative Data  
Core Quantitative Data Analysis 1 and 2  
Economics of Health Policy\*  
Genetics, Nature and Society  
Global Politics of Public Health\*  
Globalisation and Public Health\*  
Health Policy Analysis\*  
Health Systems Reform & Public Private Partnerships\*  
Introduction to Health Systems\*  
Introduction to Medical Anthropology  
Public Health and Health Inequalities\*  
Reflexivity in Qualitative Research  
Research Design  
Research Skills in Social Sciences: Data Collection  
Social Determinants of Health & Public Policy\*

\*Students should be aware that these courses have a weekly lecture and required group seminar.

## School of Social and Political Science:

### Analysing Qualitative Data

**Credit Value:** 20

**Course Organiser:** Dr Kate Orton-Johnson (K.orton-johnson@ed.ac.uk)

**Course Prerequisites:** None

**Aim:** This web-based course will be a new core course in Qualitative Data Analysis techniques. The course is designed to complement the existing core research skills courses, to provide a foundation for students wishing to pursue intermediate and advanced qualitative skills training and to provide students with a comparable introductory course in the management and analysis of qualitative data or the use of qualitative data analysis software.

**Learning Objectives:** With its conceptual and practical focus the course will provide a foundation for students wishing to use computer software in their postgraduate work and will provide a resource for researchers and staff across the school interested in the use of software for qualitative data analysis. By the end of the course students will be able to:

- Have an understanding of different types of qualitative data and data sources
- Have an understanding of the theoretical, methodological and software issues relating to good qualitative research practice
- Have an understanding of managing, coding and retrieving qualitative data
- Have an understanding of how to develop a qualitative analysis
- Have an understanding of CAQDAS packages and their use
- Have experienced using CAQDAS software for the analysis of qualitative data

**Assessment:** Self-tests and practical exercises which students will work through during the course will build towards the final assessment in the form of a written research report. Students will be required to complete an analysis of a nominated set of data and critically reflect on their data management and analysis and on their use of CAQDAS software.

## **Genetics, Nature and Society**

**Credit Value:** 20

**Course Organiser:** Dr Sarah Parry (Sarah.Parry@ed.ac.uk)

**Course Prerequisites:** None

**Aim:** This course explores the development of genetic knowledges and technologies from a broad social scientific perspective. It considers the social and cultural contexts in which those knowledges and technologies have developed, and how those knowledges and technologies have in turn helped to shape society and culture. A key theme pursued throughout the course is the role of genetics in shifting constructions of the natural and the social.

**Learning Objectives:** On successful completion of the course, students should be able to demonstrate through written work, oral presentations, practical assignments and other contributions in class, that they:

- Understand the range of competing interests and viewpoints shaping developments in genetic knowledges and technologies across both political and public domains
- Have knowledge of and able to reconstruct the key conceptual tools and theoretical approaches to the study of human genetics from a sociological perspective and apply these to a selection of areas in genetics
- Have a strong grasp of the political aspects of lay-expert relations vis-à-vis democracy and inclusion/exclusion and how a sociological analysis can contribute to public debates on these issues.

**Assessment:** Written Essay

## Global Politics of Public Health

<b>Credit Value:</b>	20
<b>Course Organiser:</b>	Dr Jeff Collin (Jeff.collin@ed.ac.uk)
<b>Course Prerequisites:</b>	None but taking Globalisation of Public Health would be beneficial
<b>Aim:</b>	To examine how health policy is increasingly being shaped beyond the level of the nation state, focusing on the changing roles of international organizations, the commercial sector and civil society.

This course examines how the process and content of health policy are being transformed by the powers and policy instruments of international and supranational institutions and new global actors. The course examines contemporary challenges confronting the World Health Organization, discussing the extent to which recent innovations like the Framework Convention on Tobacco Control and the revised International Health Regulations embody a new mode of global health governance. Health policy is increasingly influenced by organisations that have been created to promote trade, and the significance of the European Union is considered alongside detailed assessments of the involvement of the World Bank and the World Trade Organization. There has been increased involvement of non-state actors in health policy, and the module addresses the expanded roles of the commercial sector and civil society and the implications of the recent profusion of global health partnerships such as the Global Fund against AIDS, Tuberculosis and Malaria and the Global Alliance for Vaccines and Immunization.

<b>Learning Objectives:</b>	<p>This course will enable students to:</p> <ul style="list-style-type: none"><li>• Examine challenges confronting the World Health Organization and assess recent attempts at institutional and policy reform</li><li>• Assess the increasing significance for public health of regional institutions such as the European Union</li><li>• Understand the significance of the World Bank's emergence as the leading agency in international health</li><li>• Consider the implications of the World Trade Organization for health policy</li><li>• Review global partnerships between public and private sectors in the context of new initiatives to combat infectious disease</li><li>• Consider the expanded role of commercial actors in health</li><li>• Examine the role of civil society organisations in health policy.</li></ul>
-----------------------------	--

<b>Assessment:</b>	Essay
--------------------	-------

## Globalisation and Public Health

**Credit Value:** 10

**Course Organiser:** Dr Jeff Collin (Jeff.Collin@ed.ac.uk)

**Course Prerequisites:** None

**Aim:** To enable students to analyse and evaluate the diverse impacts of globalisation on public health and on policy-making.

Globalisation is fundamentally changing the challenges confronting public health, transforming health risks while simultaneously creating new opportunities. Economic globalisation affects the health status of populations through its impact on wealth creation and wealth distribution within and between countries. In a global economy health risks and the determinants of health are increasingly transnational, while the traditional primacy of the nation state in health policy is being challenged. Public health has traditionally emphasised equity and distributive justice in health and health care, and the increased reliance of governments and international organisations on market forces constitutes a challenge to the normative and conceptual bases of this tradition. This course will enable students to develop an understanding of the key drivers of globalisation and the mechanisms by which it is impacting on public health.

**Learning Objectives:** This course will

- Examine competing analytical approaches to the nature and significance of globalisation.
- Introduce a conceptual framework within which to assess the diverse implications of global change for public health
- Critically assess the impacts of global economic integration on health inequalities.
- Discuss the impacts of evolving international policy mechanisms on health policy, including the constraints imposed by agreements under the WTO.
- Assess the implications for global health of the expansion strategies of transnational corporations.

**Assessment:** Essay

## Health Policy Analysis

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Dr Jeff Collin (Jeff.Collin@ed.ac.uk)
<b>Course Prerequisites:</b>	None
<b>Aim:</b>	To enable students to understand the policy making process and key concepts used in health policy analysis.

Effective engagement in the making of public policy is key to the achievement of health objectives, and an understanding of the policy process is a precondition for such engagement. This course will introduce students to policy analysis, offering a problem-focused and multi-disciplinary approach that draws on political science, public administration, sociology and political theory. It offers a conceptual framework within which to analyse the making of health policy, focusing on the varying distribution of power among different actors and stakeholders. It outlines key theories of the state and examines changes in health policy associated with the “hollowing out” of the state via the increased role of markets, civil society, agencies and Europeanization. It explores different approaches to understanding how the process operates, looking at why some health issues obtain a privileged position within the policy agenda and why others are denied access to it and emphasising the importance of understanding obstacles to effective implementation.

<b>Learning Objectives:</b>	<p>This course will</p> <ul style="list-style-type: none"><li>• Introduce a conceptual framework for analysis of the health policy process</li><li>• Examine competing conceptions of power and its distribution in society</li><li>• Critique the dominance of pluralist accounts of the policy process and assess other theories of the state</li><li>• Outline the public health powers and responsibilities of governments</li><li>• Consider the increasing role of market actors within the policy process</li><li>• Assess the divergent roles of civil society organisations within policy communities and issue networks</li><li>• Examine different theoretical approaches to understanding which health issues are situated on the policy agenda and to effective implementation of health policy</li><li>• Consider the role of scientific evidence in policy-making and examine competing models of the relationship between research and policy</li></ul>
<b>Assessment:</b>	Essay

## Health Systems Reform & Public Private Partnerships

<b>Credit Value:</b>	20
<b>Course Organiser:</b>	Dr Mark Hellowell ( <a href="mailto:Mark.Hellowell@ed.ac.uk">Mark.Hellowell@ed.ac.uk</a> )
<b>Course Prerequisites:</b>	None but attending Introduction to Health Systems would be beneficial
<b>Aim:</b>	To examine the mechanisms and processes of health system privatisation and to evaluate the consequences with respect to risk pooling, equity and efficiency.

Public private partnerships (PPPs) play a central role in the international trend towards private provision of public services and offer an important international model for reforming health service governance, funding, and financing. Partnerships are promoted within the programmes of international organisations such as the World Bank, International Monetary Fund, United Nations, European Union, and OECD. But whilst they involve the private sector more directly in the provision of public services, they also have a direct impact on public service resource allocation mechanisms and therefore its objectives. Risk pooling, social solidarity and equity principles are built into resource allocation and delivery mechanisms of universal health care systems such as the NHS just as they are built into the system of health care funding. PPPs, which are forms of privatisation in which there is public and private involvement, involve the transfer of crucial decision making responsibilities from the public to the private sector and an effective transfer of power over assets to private companies. They result in qualitatively and quantitatively different rules and regulations guiding decisions and public accountability.

This course will describe the concepts, mechanisms and processes involved in PPP policy, and provide students with the skills to evaluate the consequences for health system goals. It will take as its starting point NHS organisational and financing reforms that have accompanied PPP in order to provide a conceptual framework for more general evaluation of the model.

<b>Learning Objectives:</b>	<p>By the end of the course the student will:</p> <ul style="list-style-type: none"><li>• Have a detailed understanding of the concept of health services' privatisation, including the concepts of commodification, corporatisation and commercialisation and the contrast with non market-oriented systems of public health care</li><li>• Understand key privatisation mechanisms and processes</li><li>• Be able to identify, describe and compare privatisation mechanisms and processes in different health systems.</li><li>• Be able to analyse and evaluate consequences of these mechanisms and processes with respect to risk pooling, equity and efficiency.</li></ul>
-----------------------------	--

**Assessment:** Essay

### **Introducing Qualitative Data Analysis**

**Credit Value:** 10

**Course Organiser** Dr Janette Webb ([Jan.Webb@ed.ac.uk](mailto:Jan.Webb@ed.ac.uk))

**Course Prerequisites:** None

**Aim:** The course will cover the methodological and analytical issues relating to research practice.

- Good practice in Qualitative Research - transcription issues and managing data.
- Preliminaries of data analysis - making sense of your data and managing data
- Applying, sorting and constructing codes, categories and themes
- Building your analysis - Bottom-up and top-down analysis

Each session will have a dual emphasis on the theoretical and practical.

**Learning Objectives:** The course would connect with existing core courses to provide students with an overview of qualitative data preparation, data management and data analysis techniques. The course will be a practical guide to qualitative data analysis.

- To provide an introduction to some of the theoretical and methodological issues relating to good qualitative research practice
- To explore the relationship between the way in which data is generated and different approaches to analysing qualitative data
- To provide examples of analysis from initial coding through to the presentation of findings

**Assessment:** Practical exercises throughout the course and an essay of 2000 words

## Introduction to Health Systems

<b>Credit Value:</b>	10
<b>Course Organiser:</b>	Dr Mark Hellowell ( <a href="mailto:Mark.Hellowell@ed.ac.uk">Mark.Hellowell@ed.ac.uk</a> )
<b>Course Prerequisites:</b>	None
<b>Aim:</b>	<p>To enable students to understand and evaluate health care systems in both developed and developing countries with respect to organizational principles, funding and delivery.</p> <p>All governments accept some responsibility for the allocation of health care throughout society. This course is concerned with the ways in which health systems facilitate government or market control over the distribution of health care resources. The course contrasts integrated public with market-based health systems, introducing students to analyses of the different resource allocation mechanisms that characterise these two basic approaches. The course will also consider the arguments for health system reform and the more widespread use of market mechanisms as governments adopt policies of cost containment in health spending.</p>
<b>Learning Objectives:</b>	<p>By the end of the course students will</p> <ul style="list-style-type: none"><li>• understand basic concepts: risk-pooling, solidarity, cross-subsidisation and decentralisation;</li><li>• understand basic health systems models and be able to differentiate between universal and selective systems</li><li>• understand the relationship between health systems and models of public health</li><li>• understand basic mechanism of financial risk allocation and principles of organisation</li><li>• understand basic principles of resource allocation and needs-based planning and be able to analyse health care systems in the developed and developing world with respect to the funding and delivery principles on which they are based.</li></ul>
<b>Assessment:</b>	Essay

## Introduction to Medical Anthropology

**Credit Value:** 10

**Course Organiser** Dr Rebecca Marsland ([r.marsland@ed.ac.uk](mailto:r.marsland@ed.ac.uk))

**Course Prerequisites:** None

**Aim:** This course offers students an introduction to the key concepts in medical anthropology. Medical anthropology studies health, illness, and healing in different cultural contexts. One of anthropology's most rapidly growing sub-disciplines, medical anthropology explores both traditional healing and modern medical technologies. This course introduces the students to the key issues in medical anthropology and gets them engaged with the field's distinctive perspective on health and healing.

Weekly topics: (1) introduction and history of medical anthropology; (2) disease v illness/rationality v belief; (3) medical pluralism; (4) body and experience; (5) governmentality and biological citizenship

**Learning Objectives:** By the end of the course, students will

- have a critical understanding of the core concepts in medical anthropology and be able to apply them to a range of ethnographic case studies
- understand founding debates about the difference between 'disease' and 'illness', and be able to link this to epistemological claims about rationality and belief in medically plural societies
- be able to question taken-for-granted concepts about the body and describe the difference between the body as the object of medical knowledge and the body as subject of lived experience
- learn to use concepts such as 'governmentality' and 'biological citizenship' to think about how the body has been theorised both as a conduit for power and a basis through which claims to welfare and other rights can be made.

**Assessment:** Written Essay

## Public Health and Health Inequalities

**Credit Value:** 10

**Course Organiser:** Dr Sarah Hill (S.E.Hill@ed.ac.uk)

**Course Prerequisites:** None

**Aim:** To examine the principles underlying public health research, policy and practice and to explore the key public health goals of improving health and reducing health inequalities at a population level.

Public health stresses the central importance of overall population health improvement and the reduction of health inequalities. This course provides a brief overview of the development of the public health movement and the key principles and values underpinning public health policy and practice. It explores the range of factors influencing health at an individual and population level and looks at ways in which governments seek to improve the health of their populations. The course highlights the central importance of health inequalities, demonstrating the extent of health inequalities both within and between countries and examining different explanations for the existence of these inequalities.

**Learning Objectives:** By the end of the course students will be able to:

- Articulate and critically analyse different concepts of health
- Demonstrate a critical understanding of the range of factors that influence individual and population health
- Understand the development of the public health movement and the central importance of reducing health inequalities
- Have a critical awareness of the different agencies and actors that influence population health at a national and global level
- Critically analyse the role of public policy in health and health inequalities
- Understand the extent of inequalities in health within and between countries
- Critically examine debates regarding the causes of inequalities in health

**Assessment:** Essay

## Reflexivity in Qualitative Research

<b>Credit Value:</b>	20
<b>Course Organiser:</b>	Prof Liz Bondi (Liz.Bondi@ed.ac.uk)
<b>Course Prerequisites:</b>	Students MUST have passed: Research Skills in the Social Sciences: Data Collection
<b>Aim:</b>	Building on a prior foundation in qualitative methods in social science, this course aims to provide students with an in-depth, applied understanding of the principles and practices of reflexivity. It is relevant to students whose research involves direct or indirect interaction with people's lives, including via documentary sources and internet methodologies as well as via interviews and participant observation. The course will emphasise the value of careful and critical reflection on researchers' own experiences in their interactions with the lives of others.
<b>Learning Objectives:</b>	By the end of the course students will be able to: <ul style="list-style-type: none"><li>• have a critical appreciation of approaches to reflexivity in qualitative research in theory and in practice</li><li>• understand and have strategies for working with the power dynamics of research encounters and emotional dimensions of qualitative research</li><li>• have an appreciation of key moments in qualitative research encounters including introductions, transitions and crises, and goodbyes</li></ul>
<b>Assessment:</b>	Essay

## Research Design

<b>Credit Value:</b>	20
<b>Course Organiser:</b>	Dr Daniel Clegg ( <a href="mailto:Daniel.Clegg@ed.ac.uk">Daniel.Clegg@ed.ac.uk</a> )
<b>Course Prerequisites:</b>	Students MUST have passed: Research Skills in the Social Sciences: Data Collection
<b>Time:</b>	Semester 2, weeks 1-11 Thursday, 2-4pm Location TBA
<b>Aim:</b>	<p>The course provides an introduction to the main issues involved in designing a research project. Research design requires that decisions be made about how research is to be carried out, and what procedures are needed if the aims are to be realised. The researcher has to be confident that the conclusions drawn are well-grounded logically and empirically. The course does not provide a training in research methods, nor an exhaustive checklist of points that should be considered when designing research. It concentrates on the strengths and weaknesses of different kinds of research design as they relate to the aims, objectives and theoretical underpinnings of any piece of research. Students are actively encouraged to relate the concerns of the course to their own research project.</p>
<b>Learning Objectives:</b>	<p>By the end of the course students will be able to:</p> <ul style="list-style-type: none"><li>• A broad understanding of the range of choices that must be made in every aspect of the design of any piece of research, and of the issues that need to be taken into account in making these choices</li><li>• An ability critically to assess the design of the piece of research that the student will undertake as part of his/her current degree</li></ul>
<b>Assessment:</b>	Written Essay

## Research Skills in the Social Sciences: Data Collection

<b>Credit Value:</b>	20
<b>Course Organiser:</b>	Dr Richard Freeman (Richard.Freeman@ed.ac.uk)
<b>Course Prerequisites:</b>	None
<b>Time:</b>	Semester 1, Blocks 1-2 Monday 9-11am, Location and Workshop dates TBA
<b>Aim:</b>	<p>The course aims to train social science postgraduate students in a range of key research skills. In particular it aims to ensure that all students completing the course are able, in the ESRC's phrase, to 'demonstrate proficiency' in certain key methods of data collection. The course will cover all the areas of data collections prescribed in Section E (Framework for Methods Training) in the 2001 edition of the ESRC Postgraduate Training Guidelines.</p> <p>The range of research methods and tools covered will include the following quantitative and qualitative methods of data collection:</p> <ul style="list-style-type: none"><li>• Data collection</li><li>• Interviewing</li><li>• Questionnaire design</li><li>• Survey design</li><li>• Focus groups</li><li>• Data recording</li><li>• Transcription</li></ul>
<b>Learning Objectives:</b>	<p>By the end of the course students will be able to:</p> <ul style="list-style-type: none"><li>• To be competent in understanding and applying a range of research methods and tools</li><li>• Understand the significance of links between theory and methods, and the epistemological implications of particular methodological approaches to social research</li></ul>
<b>Assessment:</b>	<p>To complete the course, students will have to successfully complete a range of practical tasks in the following areas: Data collection: interviewing, questionnaire design, survey design, focus groups, data recording and transcription.</p>

## Social Determinants of Health & Public Policy

<b>Credit Value:</b>	20
<b>Course Organiser:</b>	Dr Sarah Hill / Katherine Smith (S.E.Hill@ed.ac.uk)
<b>Course Prerequisites:</b>	None but attending Public Health and Health Inequalities would be beneficial
<b>Aim:</b>	<p>To examine the social determinants of health inequalities and to evaluate the public policy response.</p> <p>Inequalities in health persist both within and between countries. These inequalities can be seen across various axes including gender, ethnicity/race, and socioeconomic position. This course aims to demonstrate the extent of inequalities in health and to explore the underlying determinants of health and health inequalities. It expands on theories explaining how inequalities arise, including behavioural/cultural, psychosocial, material and lifecourse approaches. The course also investigates the role of government and the impact of economic, social and health policy in creating or reducing inequalities. Different explanatory paradigms and their implications for policy intervention will be discussed in relation to the health status of various population subgroups.</p>
<b>Learning Objectives:</b>	<p>By the end of the course students will be able to:</p> <ul style="list-style-type: none"><li>• Understand the range of factors that influence health</li><li>• Interpret information on inequalities in health</li><li>• Understand the extent of inequalities in health within and between countries</li><li>• Critically examine contemporary debates regarding the causes of inequalities in health</li><li>• Understand that inequalities in health reflect broader inequalities in society</li><li>• Understand that the overall philosophy a government adheres to drives its approach to economic and social policy and the distribution/redistribution of resources within society</li><li>• Critically examine the impact that aspects of public policy (specifically approaches to taxation, provision of the welfare state, and the funding and delivery of health services) have on the extent of inequalities in society</li></ul>
<b>Assessment:</b>	Essay and Exam

## 7.5 Dissertation Workshops

We are pleased to be able to offer Dissertation Workshops in Semesters One and Two run by Information Services and Transferable Skills in the College of Medicine & Veterinary Medicine. To get the most out of your dissertation, supervisors advise taking part in all sessions. Sign up can be done at:

<http://www.transkills.ed.ac.uk/services/masterstaught.cfm>

<p><b>Literature Review Workshop</b>                  Wednesday, 26<sup>th</sup> October                  2011                  9:00-10:50                  Greenfield Lab (Large)</p>	<p>This session is run by Marshall Dozier of the Main Library, it will offer hands on advice for anyone doing a literature review as part of their masters dissertation. <b>Please email the Programme Administrator to reserve your place.</b></p>
<p><b>Public Health Research:                  Dissertation Writing</b>                  Friday, 2<sup>nd</sup> March 2012                  14:00                  SSLT</p>	<p>This session provides advice and information on how to write your MPH dissertation. This will include practical tips on how to plan your thesis, writing as a process, style and structure. It will also include advice on what examiners are looking for, what makes a good thesis and common mistakes.</p>

## 8.0 Timetable

### 8.1 Session Dates

<http://www.ed.ac.uk/news/semester-dates/201112>

#### Semester 1

12 – 16 September 2011	Induction Week
19 September – 21 October	Block 1
24 October – 2 December	Block 2
12 December – 21 December	Exams/Assessment
22 December – 13 January 2012	Winter Break

#### Semester 2

16 January – 17 February 2012	Block 3
20 – 24 February	Innovative Learning Week*
27 February – 6 April	Block 4
9 April – 20 April	Spring Break
30 April – 25 May	Exams/Assessment
24 August	Dissertation Submission

Please be advised the Main Library hours may vary during the winter and spring breaks along with statutory holidays.

\*Note that Semester 2 courses that run over the entire semester will NOT run during the Innovative Learning Week, i.e. courses are weeks 1-5 and 7-11.

### 8.2 Induction Week Schedule & Important Dates

#### Saturday, 10<sup>th</sup> September 2011

8:30am-8:30pm	Welcome Service at Edinburgh Airport and Waverley Railway Station ( <a href="http://www.ed.ac.uk/staff-students/students/new-students/arrival/airport-welcome">http://www.ed.ac.uk/staff-students/students/new-students/arrival/airport-welcome</a> ). Postgraduate Accommodation available from this date
---------------	---

#### Sunday, 11<sup>th</sup> September 2011

8:30am-8:30pm	Welcome Service at Edinburgh Airport and Waverley Railway Station ( <a href="http://www.ed.ac.uk/staff-students/students/new-students/arrival/airport-welcome">http://www.ed.ac.uk/staff-students/students/new-students/arrival/airport-welcome</a> ).
2:00pm	International Students Day: Welcome Session, McEwan Hall

**Monday, 12<sup>th</sup> September 2011**

10:00 – 11:30 am	CMVM Induction, Anatomy Lecture Theatre, Medical School (Doorway 3), Teviot Place
---------------------	---

**Wednesday, 14<sup>th</sup> September 2011**

10:15 – 11:45 am	Programme Induction & Departmental Tour: Welcome Session by Dr Niall Anderson and Professor Amanda Amos, Sydney Smith Lecture Theatre (SSLT)
11:45- 12:00pm	Coffee Break
12.00- 12.30	WebCT demonstration (Access to lecture material & programme related messages)
12:30- 1:30 pm	Lunch

**Thursday, 15<sup>th</sup> September 2011**

10:00 am	Tour of the Greenfield Suite Microlab Meet at PHS Coffee Room at 9:45 am
1:00 pm	Tour of Main Library in George Square by Marshall Dozier, Liaison Librarian Meet at PHS Coffee Room at 12:45 pm

**Friday, 16<sup>th</sup> September 2011**

9:30- 11:00am	Course Selection Session: Course Organiser Talk (SSLT)
11:00am	Q & A Session regarding Course Choices
2:00 – 4:30pm	Postgraduate Study Orientation Session for international students, George Square Lecture Theatre (next to the Main Library)

**Semester One Dates to Remember**

**Friday, 23<sup>rd</sup> September 2011 – Week 1**

1:00-2:00pm	Week one Lunch, PHS Coffee Room
2:00pm	Individual Photographs for all Students plus Group picture (Please note the photos will be used on the Departmental Board only, not posted on the Internet at any time), SSLT

**Wednesday, 5<sup>th</sup> & 19<sup>th</sup> October 2011 – Weeks 3 & 5**

10:00- 10:50am	Writing a Postgraduate Assignment Workshop by IALS SSLT. Session 1: Writing at a Postgraduate Level, Session 2: focuses on feedback, course assessment requirements & referencing (both sessions required)
-------------------	--

**Tuesday, 25<sup>th</sup> October 2011 – Week 6**

9:00am	Individual Photographs (if not taken in Week 1), SSLT (Mandatory Attendance)
--------	--

**Wednesday, 26<sup>th</sup> October 2011 – Week 6**

9:00-10:50pm	Dissertation Workshop: Literature Searching Workshop Greenfield Lab - Sign up required, contact Programme Office
--------------	--

**Thursday, 17<sup>th</sup> November 2011 – Week 9**

	<b>Assignment submission deadline:</b> Introduction to Research Ethics
--	---

**Thursday, 15<sup>th</sup> December 2011 – Week 13**

	<b>Assignment submission deadline:</b> All other Semester 1 assignments
--	--

**Semester Two Dates to Remember**

**Monday, 16<sup>th</sup> January 2012 – Week 1**

3:00-5:00pm	Semester 1 Feedback Session (SSLT)
-------------	------------------------------------

**Friday, 2<sup>nd</sup> March February 2012 – Week 7**

2:00-4.00pm	Dissertation Writing Workshop (SSLT)
-------------	--------------------------------------

**Friday, 9<sup>th</sup> March February 2012 – Week 8**

2:00-4.00pm	Dissertation Information Session (SSLT)
-------------	---

**Thursday, 22<sup>nd</sup> March 2012**

	<b>Assignment submission deadline:</b> <ul style="list-style-type: none"> <li>• Advanced Protocol Development</li> <li>• Extended Epidemiology</li> <li>• Global Burden of Mental Illness</li> <li>• Introduction to Systematic Reviews</li> <li>• Statistical Modelling</li> </ul>
--	---

**Thursday, 19<sup>th</sup> April 2012**

	<b>Assignment submission deadline:</b> All other Semester 2 assignments
--	--

**Later Dates to Remember**

**Friday, 24<sup>th</sup> August 2012**

4.00pm	<b>Dissertation submission deadline:</b>
--------	--

NB **Exam dates** in both Semesters are set by Registry at central university level – students will be notified of relevant dates as they become available.

### **8.3 Course Timetable for 2011/12**

The course timetable is also available online within WebCT and is posted on the MPH Information Board outside the SSLT. Any changes or cancellations of classes will be posted on WebCT.

**Master of Public Health Timetable 2011-12**  
**Semester 1 Block 1, 19 Sep – 21 Oct 2011 (Weeks 1 – 5)**

Core Courses (10 Credits)	Additional Sessions
10 Credit Elective	Workshops: Dissertation
20 Credit Elective	

	9:00-9:50	10:00-10:50	11:10-12:00	12:10-13:00	13:00-14:00	14:00-14:50	15:00-15:50	16:10-17:00
<b>Mon</b>			Health Promotion <i>SSLT</i>			Intro to Global Health <i>SSLT</i>		
<b>Tues</b>		Intro to Statistics <i>SSLT</i>				Intro to Epidemiology <i>Teviot Lecture Theatre (doorway 5)</i>		
<b>Wed</b>		5 October Writing a PG Assignment <i>SSLT</i>	Intro to Qualitative Research <i>SSLT</i>			Intro to Research Ethics <i>SSLT</i>		
		19 October Writing a PG Assignment Feedback <i>SSLT</i>						
<b>Thurs</b>								
<b>Fri</b>		Intro to Statistics <i>SSLT + tutorial rooms</i>			Wk 1 Lunch	Individual & Group Photographs WEEK 1 ONLY (23/09/11) <i>SSLT</i>		

**Master of Public Health Timetable 2011-12**  
**Semester 1 Block 2, 24 October – 2 Dec 2011 (Weeks 6 – 11)**

	9:00-9:50	10:00-10:50	11:10-12:00	12:10-13:00	13:00-14:00	14:00-14:50	15:00-15:50	16:10-17:00
<b>Mon</b>			<b>Health Promotion</b> SSLT			<b>Intro to Global Health</b> SSLT		
<b>Tues</b>	<b>Individual Photos</b> SSLT WEEK 6 ONLY (25/10/11)	<b>Intro to Statistics</b> SSLT	<b>Basic Skills in Spreadsheet and Stats Software (weeks 6 – 10)</b> Greenfield Lab			<b>Intro to Epidemiology</b> <i>Teviot Lecture Theatre (doorway 5)</i>		
<b>Wed</b>	<b>26 October Literature Review Workshop</b> Greenfield Lab (large room)		<b>Intro to Qualitative Research</b> SSLT			<b>Public Health Ethics</b> SSLT		
<b>Thurs</b>								
<b>Fri</b>		<b>Intro to Statistics</b> SSLT + tutorial rooms				<b>Public Health Ethics</b> SSLT 25 <sup>th</sup> November ONLY		

**Exam/Assessment Period: 12 – 21 December 2011**  
**Term Break: 22 December 2011 – 13 January 2012**

**Master of Public Health Timetable 2011-12**  
**Semester 2 Block 3, 16 Jan – 17 Feb 2012 (Weeks 1 – 5)**

	9:00-9:50	10:00-10:50	11:10-12:00	12:10-13:00	13:00-14:00	14:00-14:50	15:00-15:50	16:10-17:00
<b>Mon</b>	<b>Statistics &amp; Analysis</b> <i>Greenfield Microlab</i> <i>13<sup>th</sup> Feb ONLY - SSLT</i>		<b>Statistical Modelling</b> <i>Greenfield Microlab</i>			<b>Epidemiology for Public Health</b> <i>SSLT</i>	<b>16 January Semester 1 Feedback Session</b> <i>SSLT</i>	
<b>Tues</b>	<b>Communicable Disease Control &amp; Health Protection</b> <i>SSLT</i>		<b>Extended Epidemiology</b> <i>SSLT</i>			<b>Clinical Trials</b> <i>SSLT</i>		
<b>Wed</b>	<b>Advanced Protocol Development</b> <i>SSLT</i>					<b>Sociology of Health &amp; Illness</b> <i>SSLT</i>		
<b>Thurs</b>	<b>Statistical Modelling</b> <i>Greenfield Microlab</i>		<b>PHR International Issues</b> <i>SSLT</i>			<b>Resource Allocation &amp; Health Economics</b> <i>SSLT</i>		<b>Statistics &amp; Analysis</b> <i>SSLT</i> <i>16<sup>th</sup> Feb ONLY - Greenfield Microlab</i>
<b>Fri</b>			<b>Extended Epidemiology</b> <i>SSLT</i>			<b>Intro to Systematic Reviews</b> <i>SSLT</i>		

**Week 6 – Innovative Teaching Week**  
 20 – 24 February 2012

**Palliative and End of Life Care in Local and Global Contexts**  
*SSLT*

*This is an intensive one week elective course which will run from 9:00-17:00 for the whole week.*

**Master of Public Health Timetable 2011-12**  
**Semester 2 Block 4, 27 Feb – 6 April 2012 (Weeks 7 – 12)**

	9:00-9:50	10:00-10:50	11:10-12:00	12:10-13:00	13:00-14:00	14:00-14:50	15:00-15:50	16:10-17:00
<b>Mon</b>	<b>Statistics &amp; Analysis</b> <i>Greenfield Microlab</i>		<b>Further Statistical Modelling</b> <i>Greenfield Microlab</i>			<b>Epidemiology for Public Health</b> <i>SSLT</i>		
<b>Tues</b>	<b>Communicable Disease Control &amp; Health Protection</b> <i>SSLT</i>		<b>Genetic Epidemiology</b> <i>SSLT</i>			<b>Clinical Trials</b> <i>SSLT</i>		
<b>Wed</b>			<b>Qualitative Research in Health</b> <i>SSLT</i>			<b>Sociology of Health &amp; Illness</b> <i>SSLT</i>		
<b>Thurs</b>	<b>Further Statistical Modelling</b> <i>Greenfield Microlab</i>		<b>PHR International Issues</b> <i>SSLT</i>			<b>Resource Allocation &amp; Health Economics</b> <i>SSLT</i>		<b>Statistics &amp; Analysis</b> <i>SSLT</i>
<b>Fri</b>			<b>Genetic Epidemiology</b> <i>Teviot LT</i>			<b>2 March</b> Dissertation Writing Workshop <i>SSLT</i>		
						<b>9 March</b> Dissertation Session <i>SSLT</i>		

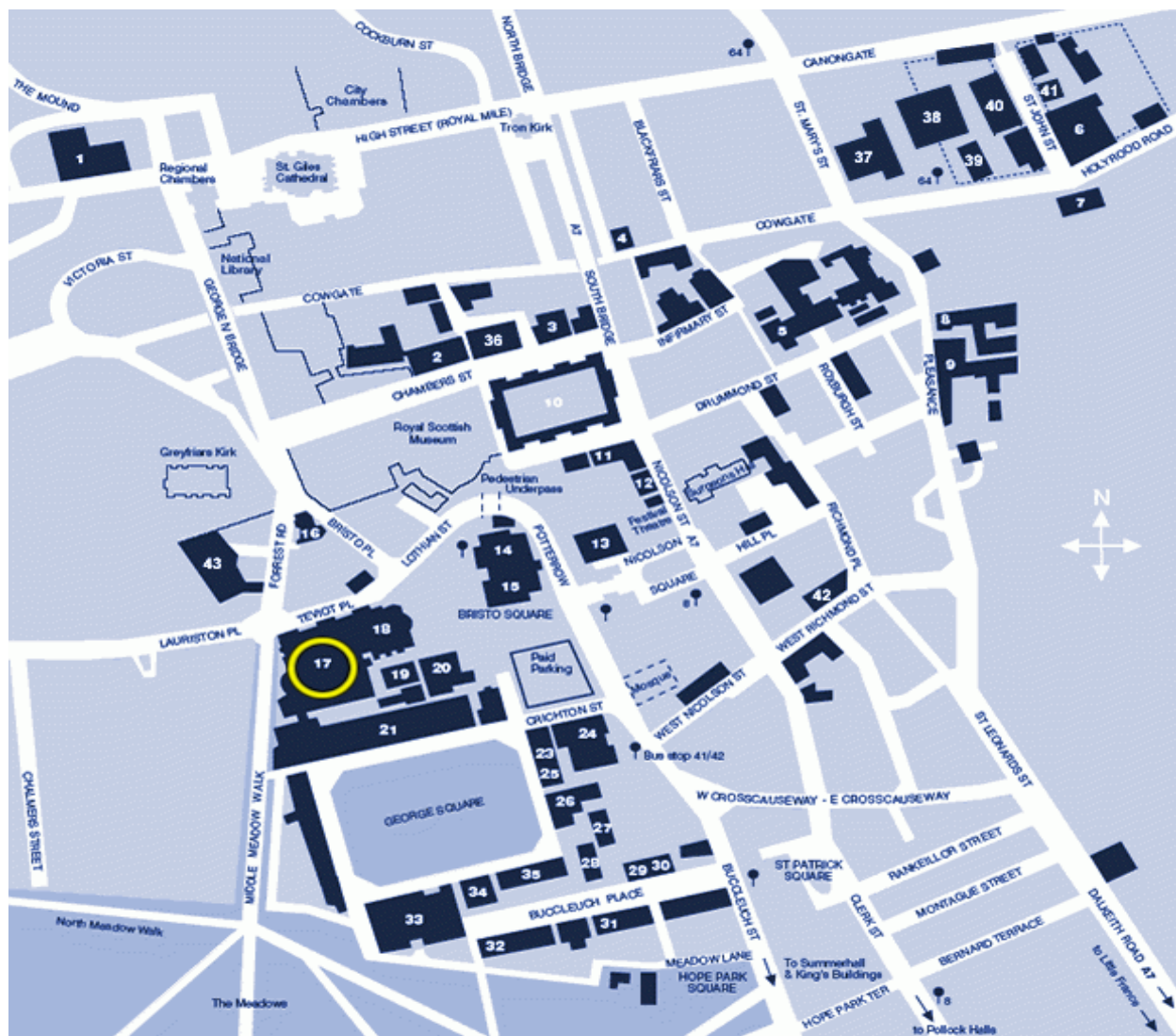
**Term Break:** 9 April – 20 April 2012  
**Exam/Assessment Period:** 30 April – 25 May 2012



## **NOTES**

## **NOTES**

# The University of Edinburgh Central Campus Map



Building	Key	Building	Key
Adam Ferguson Building	35	Minto House	2
Adam House	3	Moray House Reception	41
Alison House	13	New College	1
Appleton Tower	24	New College Library	1
Bedlam Theatre	16	Office of Life Long Learning	31
Careers Service	30	Old College	10
Chaplaincy Centre	14	Paterson's Land	6
Charles Stewart House	36	Registry	10
Charteris Land	40	Reid Concert Hall	19
Chessels' Land	38	School of Law	10
College of Humanities & Social Sciences	25	Societies Centre	9
David Hume Tower	28	Sports and Exercise Centre	8
David Hume Tower Lecture Theatres	27	Sports Union	9
Disability Office	11	St Cecilia's Hall	4
Forrest Hill Building	44	St Leonard's Land	7
George Square Lecture Theatre	34	St Mary's Land	37
Health Centre	14	Student Association	14
High School Yards	5	Student Counselling Service	29
Hugh Robson Building	21	Student Recruitment & Admissions	23
International Office	23	Talbot Rice Gallery	10
International Students Centre	32	Teviot Row House	20
Law & Europa Library	10	The Pleasance	9
MacKenzie Medical Centre	42	The Potterrow Student Centre	14
Main University Library	33	University of Edinburgh Centre	12
Management School	15	Weir's Land	39
McEwan Hall	18	William Robertson Building	26
<b>Medical School</b>	17		

