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**The Faculty of Health Sciences**

Responsible study board  
**The Academic Study Board of Public Health**

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CURRICULUM  
MASTER OF SCIENCE IN  
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# 1 DESCRIPTION OF THE PROGRAMME

## 1.1 Duration of the programme in ECTS

The duration of the Master of Science (MSc) in Public Health is a two-year full-time study, corresponding to 120 ECTS-points.

## 1.2 Purpose of the programme

The purpose of the programme is to provide students with a scientifically based thorough knowledge of, and insight into, the field of public health. The Master of Science in Public Health programme enhances the knowledge and understanding of the field of public health associated with a Bachelor of Science in Public Health in a way that it provides a basis for originality in developing and applying ideas in a research context. This is in order to thus enable students to use their competences achieved for the purpose of treating a variety of public health related issues in an independent, critical and constructive manner. This will take place via the study of the determinants of health in conjunction with methodological-theoretical and practical work on systematic and applied analyses of and efforts to promote health in a given population. The programme thus qualifies the student for participating in a largely self-directed manner in scientific development work and possibly for further training, including education at the PhD level.

## 1.3 Overall didactic and pedagogical basis of the programme

The education programmes at the University of Southern Denmark are based on core principles of activating teaching and active learning. The students, staff and management are jointly responsible for the principles being realised throughout the programme. The principles will be revised during the Autumn 2016.

The student actively takes part in training, self-studies and collaboration with other students. The students provide a full-time effort and develop their ability to independently take responsibility for their own academic development. The teachers are responsible for organising and carrying out teaching so that it supports the students' active learning. They plan teaching at a high academic level with a clear focus on the learning objectives for each subject and for the entire programme. Teachers support, guide and challenge students in a learning community characterized by mutual respect, openness and commitment.

In addition, the programmes at the Faculty of Health Sciences are based on the faculty's pedagogical principles that entail differentiated learning methods, a special focus on the FAIR principle, i.e. feedback, activity, individualisation and relevance. The programme is planned and teaching organised in such a way that there are good opportunities for feedback between teachers and students, there is a high level of activity among students, there is possibility of individualised learning programmes and form and content is appearing relevant for future studies and future work. Moreover, tests and exams are organised in consideration of recognised, research-based principles of validity, reliability, impact on learning, economics and acceptability.

In the public health programme, the students achieve their learning outcomes through participation in the planned learning activities which are either lectures, problem-based learning (PBL), exercises, group work, e-learning, labs, project work or student presentations. The programme's course elements include various activating learning methods.

The learning activities are divided into synchronous and asynchronous learning activities. Synchronous learning activities can take place either on-site or online. Asynchronous learning activities can be either online activities, literature reading or homework assignments. On-site learning activities mean teaching situations where teacher and students are present at the same time and same place, for example lectures, group work or the like. Synchronous online learning activities mean virtual learning situations, where teacher and students are not present in the same place, but meet virtually at the same time. This can for example be teaching in virtual learning environments, chat forums, or the like. Asynchronous online learning activities mean learning where each student works with e.g. video podcast, (PBL)-assignments or literature search and reading.

The Master of Science in Public Health programme at the University of Southern Denmark is characterised as a research-based and occupation-related programme and is pedagogically and didactically built on *constructive alignment*.

The programme being research-based means that:

- the teaching, to a great extent, is organised by active researchers within different academic areas and that the teaching is partly carried out by these researchers
- the content of the modules, to a great extent, is evidence-based and reflect the most recent research knowledge
- the students acquire scientific skills and competencies, incl. methodical knowledge, applicable to research-based and occupation-related fields

The programme being occupation-related means that:

- practice-oriented training is emphasised when organizing teaching, especially the form of teaching.
- the content of the teaching is, to a large extent, related to the fields of practice in public health.

The programme being pedagogically and didactically built on *constructive alignment* means that:

- modules are organised and implemented so that there is consistency between the objectives for learning outcome, methods of teaching and working and exam forms, and that these reflect the purpose of the module.
- that the student constructs his/her own learning process and learning outcome through the planned (and other) learning activities.

Module descriptions thus provide a description of general objectives, specific competency objectives, a description of teaching and working methods and exam form.

The descriptions of objectives designed as specific objectives for learning outcomes, provide on the one hand, teachers, supervisors and examiners with the ability to organise and conduct training and examination in a way that gives students the best possibilities to achieve the defined learning outcomes and to actually assess the level of achievement in the exam. On the other hand, descriptions of objectives designed as specific objectives for learning outcomes make it clear to the students, which learning outcomes they are expected to achieve through the learning activities and that it is the degree of fulfilment of these goals, which will be assessed in the exam. Both of these conditions are related to another three coherent pedagogical principles:

**Learning collaboration:** The programme is a learning collaboration between students, teachers and researchers from different fields within Public Health Science. The programme provides various educational resources and expertise (academic as well as pedagogical and didactic). Students assume the role of independent students responsible for their own learning processes and their own education.

**Pedagogical diversity:** The programme is characterised by pedagogical diversity, both in terms of teaching, supervision, other work methods and learning activities and exam forms, taking into account the core principles of activating teaching and active learning. Through this diversity, students are given the opportunity to learn in many different ways throughout the program, and thus also to develop as learners.

**Recommended literature:** The programme specifies recommended literature for each module. This is literature which is appropriate in order to achieve the learning outcome that can be achieved through reading, etc. Students can thus use the recommended literature to achieve the defined learning objectives, or obtain these otherwise.

## 1.4 Competency profile

Categories of the qualification framework	Sub-categories	Terminology of the master programme <b>The graduate in public health will:</b>
<b>Knowledge</b>	Separated into <ul style="list-style-type: none"> <li>• knowledge</li> <li>• understanding and reflection</li> </ul>	<ol style="list-style-type: none"> <li>1. have extended knowledge on the health status and conditions for health of various population groups</li> <li>2. have extended knowledge on the theories, methods and strategies used to promote and protect the populations health and well-being</li> <li>3. be able to understand, apply and reflect about relevant theory, research methods and research approaches within public health</li> </ol>
<b>Skills</b>	Separated into <ul style="list-style-type: none"> <li>• types of skills</li> <li>• assessment and decision making</li> <li>• dissemination</li> </ul>	<ol style="list-style-type: none"> <li>4. be able to gather and analyse information on the health and well-being of selected population groups.</li> <li>5. be able to analyse and critically assess the influence of behavioural, environmental and social conditions on the physical, mental and social health and quality of life of population groups.</li> <li>6. development, implement and evaluate programmes, policies and institutions that aim at prevention, health promotion, care, rehabilitation, and treatment.</li> <li>7. be able to carry through research-oriented investigations within the framework of the public health area in a largely autonomous manner and to present research results to different audiences</li> </ol>
<b>Competences</b>	Separated into <ul style="list-style-type: none"> <li>• action</li> <li>• cooperation and responsibility</li> <li>• learning</li> </ul>	<ol style="list-style-type: none"> <li>8. be able to conduct relevant public health-related tasks within public administration, private companies, research institutions, professional organisations and associations</li> <li>9. be able to communicate and interact in interdisciplinary collaborations – locally, nationally, internationally – in connection with public health-related initiatives, questions, methods and theories</li> <li>10. be able to identify individual learning needs and structure individual learning in different learning environments</li> </ol>

## 1.5 Occupation relevance

With a degree in Public Health Science, the graduate will have acquired competencies based on scientific qualifications within different areas such as the health sector, the education sector and within the public or private sector.

The graduate will be qualified to manage complex assignments within:

- planning, implementation and evaluation in relation to health promotion and prevention of health
- systematic collection, documentation and analysis of knowledge on population health and status
- implementation and application of scientific methods
- interdisciplinary collaboration and professional discussion
- planning, project management and coordination
- communication and teaching
- consultancy

A Master of Science in Public Health will qualify to employment within:

- municipalities
- regions and hospitals

- the state and educational institutions
- private organisations such as patients associations, insurance companies and consultancy companies
- in occupational positions such as health consultants or prevention consultants

## 2 ADMISSION

### 2.1 Admission requirements and restricted admission

Admission to the Master of Science in Public Health programme requires:

A bachelor's degree within Health Sciences such as:

- Public Health
- Medicine
- Biomechanics
- Sports Science
- Human Biology
- Dentistry
- Biomedicine
- Pharmacy
- Health Promotion
- Psychology

The following professional bachelors can be admitted:

- Nursing
- Physiotherapy
- Ergonomics
- Nutrition
- Midwife
- Biomedical laboratory technician
- Global Nutrition and Health
- Teacher with main subject/specialisation within sports/health
- Radiography

Applicants with qualifications obtained abroad must document educational competencies corresponding to bachelor level within health sciences.

Students who cannot document health-related and scientifically based knowledge within biostatistics, epidemiology and theory of science must complete a supplementary course of maximum 15 ECTS after admission but prior to their first semester.

#### 2.1.2 Language requirements

Applicants must provide documentation of proficiency in English level B or equivalent.

#### 2.1.3 Restriction on admission

There are two groups of applicants - undergraduates with a right to admission (group 1) and other applicants with a bachelor degree giving access to admission (group 2).

##### Group 1

This group is comprised of applicants with a **BSc in Public Health from the University of Southern Denmark** who have a right to admission to this master programme immediately after completion of the bachelor programme.

##### Group 2

This group is comprised of applicants from Danish universities who have passed a BSc in Public Health and applicants who have a BSc in Public Health from the University of Southern Denmark with a degree older than one semester, who have access to admission to the master programme.

This group is also comprised of applicants with other bachelor degrees within health sciences (e.g. Professional Bachelor) who meet the admission requirements.

Vacant places in this group are allocated to applicants based on a point system. In the event of equal points, places are allocated based on declining grade point average for the courses included in the point system.

Students are only admitted once a year on 1st September.

## 2.2 Correlation between admission requirements and the first year of the programme

The beginning of the programme is scheduled on the basis on competencies gained from a bachelor of science in public health or any relevant professional bachelor education with knowledge or supplementation of biostatistics and epidemiology.

Hence the academic modules "Advanced Epidemiology" and "Applied Biostatistics" can be seen as a continuation of and immersion in methodical core areas with connection to relevant research methods with public health science. The content of the modules is built on the student's basic competencies in gathering and analysing information on population health and well-being as a prerequisite for admission to the master programme.

## 3 STRUCTURE OF THE PROGRAMME

### 3.1 Structure of modules, electives etc.

The programme consists of 120 ECTS distributed as follows:

Compulsory core modules – 45 ECTS

Specialisation module – 15 ECTS

Electives – 30 ECTS

Master's thesis – 30 ECTS

### 3.2 Overview of modules/quarters/semesters

	1 <sup>st</sup> quarter	2 <sup>nd</sup> quarter		3 <sup>rd</sup> quarter	4 <sup>th</sup> quarter
<b>1<sup>st</sup> year</b>	<i>Public Health in the 21<sup>st</sup> Century</i> 7.5 ECTS	<i>Applied Biostatistics</i> 7.5 ECTS		<i>Evaluation</i> 7.5 ECTS	<i>Advanced Epidemiology</i> 7.5 ECTS
Specialisation: <i>Health Promotion</i>	<i>Public Health Policy and Administration</i> 7.5 ECTS	<i>Public Health Ethics</i> 4 ECTS	<i>Health Measurement Scales</i> 3.5 ECTS	<i>Health Promotion Planning</i> 7.5 ECTS	<i>Health Communication</i> 7.5 ECTS
Specialisation: <i>Health Economics and Management</i>				<i>Change and Knowledge Management in Health Systems</i> 7.5 ECTS	<i>The Economics of Prevention in Health</i> 7.5 ECTS
Specialisation: <i>Global Health</i>				<i>The State of Global Health</i> 7.5 ECTS	<i>Harmonisation, Sovereignty, Diversity and Global Health</i> 7.5 ECTS
Specialisation: <i>Risk Research</i>				<i>Risk Theory, Assessment and Governance</i> 7.5 ECTS	<i>Health and Safety Risk Management</i> 7.5 ECTS
<b>2<sup>nd</sup> year</b>				<i>Elective, Internship or Studies abroad*</i> 15 ECTS	<i>Elective, Internship or Studies abroad*</i> 15 ECTS



\*Mobility window as part of the internationalisation of the programme.

### **3.3 Correlation between competency profile and learning goals of the individual modules**

Appendix 1 illustrates in which modules students can obtain the different elements of the competency profile.

### **3.4 Module sequence and academic progression**

The programme consists of 1) several core modules and electives, and 2) a master's thesis. Within the programme, the student's degree of freedom in the choice of modules and interest areas steadily increases from the first to the last semester. Therewith the structure of the programme encourages the student increasingly towards self-directed and autonomous knowledge acquisition and problem solving.

#### **Core modules**

The first semester of the Master of Science in Public Health programme plus the modules *Evaluation* and *Advanced Epidemiology* of the second semester as well as the *Master's thesis* are obligatory for all students.

The six core modules are concentrated on the first and part of the second semester in order to lay the basis for more in depths studies in the electives' phase. With special emphasis on methodological-theoretical perspectives, it is the purpose of the core modules of the programme to develop students' skills as to the systematic and reliable collection of knowledge concerning the state of health conditions and status of various populations. Furthermore, to develop, employ, analyse and evaluate measures directed at influencing both lifestyle and general condition factors of decisive importance for the health and well-being of the individual and thus that of the community. The core modules secure fundamental knowledge and understanding related to theory, ethics, research approaches and methodology as well as intervention and evaluation methods in the field of public health.

#### **Specialisation**

In the second semester, the student may choose to concentrate upon one specialisation out of the four specialisations offered: *Health Promotion*, *Health Economics and Management*, *Global Health* or *Risk Research*.

This shall enable the student to acquire in depths knowledge and understanding within a major field of public health research and practice. As regards the four main specialisations, the first two modules herein included are obligatory (cf. Table 1).

Likewise, the topic chosen for the Master's thesis must be founded in the main specialisation selected by the student.

#### **Electives**

In the third semester, the student may choose four modules out of the offer of electives. Students can, but must not, complement the chosen specialisation with additional modules from the same field. However, limitations in scheduling do not always allow for all potential combinations of modules per semester period.

Students can also choose to take and to be examined in a subject offered by other graduate programmes within or outside of Denmark within the fields of humanities, social, natural, health or technical science. Moreover, they can also choose an internship. The latter possibilities, however, require pre-approval by the Academic Study Board of Public Health.

### **3.5 Teaching methods and types of exams – including censorship**

The programme makes use of a variety of teaching methods consisting of lectures, group work and a number of different student activities such as PBL (problem-based learning), exercises, group work, project work, e-learning, student presentations and supervision.

3.5.2 Different types of examinations are used in the programme.

Types of examinations:

Compulsory paper

A compulsory paper is written in groups or individually without an oral examination.

Written report with oral examination

A written report is written in groups or individually with an oral examination.

The individual student should base his/her oral examination on the written report.

Requirements on the length of the report are defined as the number of normal pages per student.

The length of the oral examination is specified in the course descriptions.

Written report without oral examination

A written report is written in groups or individually without an oral examination.

Requirements on the length of the report are defined in the course descriptions.

Written assignment with oral examination

A written assignment is written in groups or individually with an oral examination. The assignment is written based on a given examination question. The student should base his/her oral examination on the written assignment.

Written assignment without oral examination

A written assignment is written in groups or individually without an oral examination. The assignment is written based on a given examination question.

Written examination

A written examination is based on the contents of the individual module.

Requirements on the duration of the written examination, use of study material during the examination and other conditions are defined in the course descriptions.

Oral examination

An oral examination is based on the contents of the individual module with or without preparation. The oral examination is also based on a given examination question. The student presents his / her introductory presentation followed by a dialogue between the student, the examiner and the internal or external censor.

Requirements on the duration of the examination, preparation time (if relevant) and conditions on the use of study material during the examination are defined in the course descriptions.

Oral defence

An oral defence is relevant after handing in a written assignment. If the written assignment is written by a group of students, the oral defence will be held individually.

Information on the duration of the oral defence, preparation time and conditions on the use of study material during the examination are defined in the course descriptions.

3.5.3 The types of examinations are selected according to "constructive alignment", i.e. examinations are selected based on their applicability to test the module's competencies. This means that the area of knowledge, for example, will be tested at written examinations. The level of understanding and reflection will be tested at written assignments/oral examinations. The type of skills will be tested in connection with project assignments. The level of evaluation and decision making will be tested in the assessment of the master's thesis. Last but not least, the level of communication will be tested for example in connection with oral examination. A distribution of types of examinations can be found in table 3

3.5.4 Appendix 2 illustrates the link between learning goals, teaching methods and the type of examination for each module.

Table 3. Distribution of modules and types of examinations

Name of the module	Teaching and	ECTS-	Type of exam	Evaluation /
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	examination time	point		mentorship	
<b>1st year</b>					
<i>Public Health in the 21<sup>st</sup> Century</i>	1 <sup>st</sup> sem.	1 <sup>st</sup> quarter	7.5	Oral examination	7-point grading scale/internal
<i>Public Health Policy and Administration</i>	1 <sup>st</sup> sem.	1 <sup>st</sup> quarter	7.5	Compulsory paper	7-point grading scale/internal
<i>Applied Biostatistics</i>	1 <sup>st</sup> sem.	2 <sup>nd</sup> quarter	7.5	3 hour written examination	7-point grading scale/external
<i>Public Health Ethics</i>	1 <sup>st</sup> sem.	2 <sup>nd</sup> quarter	4.0	Compulsory paper	7-point grading scale/internal
<i>Health Measurement Scales</i>	1 <sup>st</sup> sem.	2 <sup>nd</sup> quarter	3.5	2 hour written examination	Pass – no pass/internal
<i>Evaluation</i>	2 <sup>nd</sup> sem.	3 <sup>rd</sup> quarter	7.5	Compulsory paper	7-point grading scale/internal
<i>Advanced Epidemiology</i>	2 <sup>nd</sup> sem.	4 <sup>th</sup> quarter	7.5	3 hour written examination	7-point grading scale/external
<b>Specialisation: Health Promotion</b>					
<i>Health Promotion Planning</i>	2 <sup>nd</sup> sem.	3 <sup>rd</sup> quarter	7.5	Written report	7-point grading scale/internal
<i>Health Communication</i>	2 <sup>nd</sup> sem.	4 <sup>th</sup> quarter	7.5	4 hour written examination	7-point grading scale/internal
<b>Specialisation: Health Economics and Management</b>					
<i>Change and Knowledge Management in Health Systems</i>	2 <sup>nd</sup> sem.	3 <sup>rd</sup> quarter	7.5	Written report	7-point grading scale/internal
<i>The Economics of Prevention in Health</i>	2 <sup>nd</sup> sem.	4 <sup>th</sup> quarter	7.5	4 hour written examination	7-point grading scale/internal
<b>Specialisation: Global Health</b>					
<i>The State of Global Health</i>	2 <sup>nd</sup> sem.	3 <sup>rd</sup> quarter	7.5	Written assignment	7-point grading scale/internal
<i>Harmonisation, Sovereignty, Diversity and Global Health</i>	2 <sup>nd</sup> sem.	4 <sup>th</sup> quarter	7.5	Oral examination	7-point grading scale/internal
<b>Specialisation: Risk Research</b>					
<i>Risk Theory, Assessment and Governance</i>	2 <sup>nd</sup> sem.	3 <sup>rd</sup> quarter	7.5	Written assignment	7-point grading scale/internal
<i>Health and Safety Risk Management</i>	2 <sup>nd</sup> sem.	4 <sup>th</sup> quarter	7.5	Written report w. oral examination	7-point grading scale/internal
<b>Total 1st year</b>			<b>60</b>		
<b>2nd year</b>					
<b>Electives</b>					
<i>Empowerment and Social Policy</i>	3 <sup>rd</sup> sem.	2 <sup>nd</sup> quarter	7.5	Written report	7-point grading scale/internal
<i>Worksite Health Promotion</i>	3 <sup>rd</sup> sem.	2 <sup>nd</sup> quarter	7.5	Written report	7-point grading scale/internal
<i>Health Policy</i>	3 <sup>rd</sup> sem.	1 <sup>st</sup> quarter	7.5	Written assignment	7-point grading scale/internal
<i>Health Technology Assessment</i>	3 <sup>rd</sup> sem.	2 <sup>nd</sup> quarter	7.5	Written report with oral examination	7-point grading scale/internal
<i>Public Health Research on Global Scale</i>	3 <sup>rd</sup> sem.	1 <sup>st</sup> quarter	7.5	Written report	7-point grading scale/internal
<i>Risk Communication</i>	3 <sup>rd</sup> sem.	1 <sup>st</sup> quarter	7.5	Written report	7-point grading scale/internal
<i>Methodology of the Social Sciences and Qualitative Methods</i>	3 <sup>rd</sup> sem.	1 <sup>st</sup> quarter	7.5	Written assignment with oral examination	7-point grading scale/internal
<i>Project Management</i>	3 <sup>rd</sup> sem.	2 <sup>nd</sup> quarter	7.5	Written assignment with oral examination	7-point grading scale/internal
<i>Cardiac Rehabilitation – a model of academic presentation</i>	3 <sup>rd</sup> sem.	1 <sup>st</sup> quarter	7.5	Written report	7-point grading scale/internal
<i>Global Health</i>	3 <sup>rd</sup> sem.	Summer	5.0	Combined examination	Pass – no pass/internal
<i>Master 's thesis</i>	4 <sup>th</sup> sem.	3 <sup>rd</sup> and 4 <sup>th</sup> quarter	30	Written assignment with oral defence	7-point grading scale/external
<b>Total 2<sup>nd</sup> year</b>			<b>60</b>		
<b>Master of Science in Public Health</b>			<b>120</b>		

### 3.6 Requirements on passed modules and regulations on grade point average

The master programme is completed when all modules are passed with a minimum of grade 02 or have obtained the assessment *passed*.

Examination results are defined by single grades. The Faculty of Health Sciences does not provide grade point averages as examination results for the master programme.

## 4 DESCRIPTION OF MODULES

Course descriptions are available on the websites mentioned and are part of the curriculum.

### 4.1 Compulsory modules

The Master of Science in Public Health programme consists of seven compulsory modules, which form the basis of the programme independent of the choice of specialisation:

Name of the module	Teaching and examination time		ECTS-point	Website for the course description
<i>Public Health in the 21<sup>st</sup> Century</i>	1 <sup>st</sup> sem.	1 <sup>st</sup> quarter	7.5	<a href="https://mitsdu.dk/en/mit_studie/kandidat/folkesundhedsvidenskab_kandidat/uddannelsens_opbygning/faq/afbeskrivelser">https://mitsdu.dk/en/mit_studie/kandidat/folkesundhedsvidenskab_kandidat/uddannelsens_opbygning/faq/afbeskrivelser</a>
<i>Public Health Policy and Administration</i>	1 <sup>st</sup> sem.	1 <sup>st</sup> quarter	7.5	
<i>Applied Biostatistics</i>	1 <sup>st</sup> sem.	2 <sup>nd</sup> quarter	7.5	
<i>Public Health Ethics</i>	1 <sup>st</sup> sem.	2 <sup>nd</sup> quarter	4.0	
<i>Health Measurement Scales</i>	1 <sup>st</sup> sem.	2 <sup>nd</sup> quarter	3.5	
<i>Evaluation</i>	1 <sup>st</sup> sem.	3 <sup>rd</sup> quarter	7.5	
<i>Advanced Epidemiology</i>	1 <sup>st</sup> sem.	4 <sup>th</sup> quarter	7.5	

### 4.2 Specialisation: *Health Promotion*

Two compulsory and two elective modules are part of the specialisation *Health Promotion*.

#### General purpose

Health promotion is one of the fundamental pillars of Public Health. Research in health promotion, deals with the knowledge and understanding of building effective strategies and programmes to develop personal skills, create supportive environments, strengthen community action, build a healthy public policy and reorient health services. The aim of this specialised specialisation is to enable students to understand and gain knowledge of theory-based approaches in health promotion and their development by systematic investigations. To develop knowledge about health and its determinants researchers have to deal with this wide range of targets in health promotion. Therefore, health promotion as a specific specialisation will focus on the development of students' knowledge of scientific methods to develop and evaluate health promotion programmes.

By the understanding of the current state of the art in international health promotion research the students will not only be able to work with different methods in health promotion research, but also to understand and discuss lines of development especially in regard to scientific issues. The students will learn to work with scientific methods to independently develop ideas for research and with their master's project develop a theoretically founded scientific report. The aim of this specialisation is to develop and increase competency in research including analysis, development and implementation of health promotion programmes for different target groups and in different settings. In addition, the specialisation aims to promote the students' ability to attain a critical understanding of social and political, psychological and sociological theories. By dealing with the theories and strategies in health promotion, the students will gain knowledge and the ability to analyse health problems, identify and apply basic principles of research and evaluation on an individual, a group and an organisational level. They will learn to analyse the theories in health promotion and develop skills for the analysis and the evaluation of policies, strategies and programmes in international health promotion with scientific techniques.

The students will also gain an understanding of intervention strategies in health promotion on a setting-based approach. They will learn to identify and understand the resources but also the barriers and obstacles facing health promotion. As health promotion focuses not only on the individual in the group, but also the organisation or the population as a whole, the challenge is to adapt methods and strategies to specific settings and health problems. To this end the students will attain knowledge concerning issues that are discussed in the current development of health promotion research.

The students will be prepared for leadership careers as public health professionals in institutions, organisations, companies or government and on a local, regional, national or international level.

### Teaching strategy

The teaching strategy will be firmly based on the PBL-approach (problem-based learning). By working in groups and with problems and cases, the ability of students to learn about and deal with health promotion problems will be enhanced and will provide them with advanced knowledge in health promotion research.

The different courses consist of group work oriented PBL-sessions that deal with cases and accompanying lectures. Besides the promotion of a deeper and more intensive understanding of the different subjects in the modules, the students will have the opportunity to develop personal skills in moderating and presenting health-related topics. By using this student-focussed approach, the students will engage in a typical interdisciplinary and intersectoral kind of work in health promotion and health promotion research. As health promotion on a professional level often means working in groups, the students will be encouraged to strengthen practical skills for problem-solving in groups and in dealing with group processes as they appear in practical health promotion and research.

Modules in the specialisation: <i>Health Promotion</i>				
Name of the module	Teaching and examination time		ECTS-point	Website for the course description
<i>Health Promotion Planning</i>	2 <sup>nd</sup> sem.	3 <sup>rd</sup> quarter	7.5	<a href="https://mitsdu.dk/en/mit_studie/kandidat/folkesundhedsvideenskab_kandidat/uddannelsens_opbygning/fagbeskrivelser">https://mitsdu.dk/en/mit_studie/kandidat/folkesundhedsvideenskab_kandidat/uddannelsens_opbygning/fagbeskrivelser</a>
<i>Health Communication</i>	2 <sup>nd</sup> sem.	4 <sup>th</sup> quarter	7.5	
<i>Empowerment and Social Policy</i>	3 <sup>rd</sup> sem.	2 <sup>nd</sup> quarter	7.5	
<i>Worksite Health Promotion</i>	3 <sup>rd</sup> sem.	2 <sup>nd</sup> quarter	7.5	

## 4.3 Specialisation: *Health Economics and Management*

Two compulsory and two elective modules are part of the specialisation *health economics and management*.

### General purpose

Though health economics and health management are two separate disciplines, they are together fundamental for understanding the current state of the art in health systems. Health economics and health management deal with the effectiveness and efficiency of health systems. Also, they deal with how decisions on new objectives for health systems are made.

### Health Economics

As an applied field of economics, health economics focuses on a number of key issues related to the allocation of scarce resources with the ultimate objective to promote the health of the population.

The goal of the health economic perspectives included in the specialisation is to develop an understanding of fundamental economic mechanisms, as applied to the health care sector, and to train students in economic appraisal of interventions, including preventive and health care interventions. Analysis of health economic issues requires an elementary knowledge of economic concepts, often in combination with a detailed knowledge of either health technology, use of epidemiological data, or institutions.

While the substance matter of the discipline is 'health' (prevention, health promotion, and health care) and the health care institutions, the analytical approach is the use of economic theory and methods. The specialisation on health economics promotes an understanding of the use of an economic approach to a number of issues related to health and health promotion. Among such issues are determinants of health, production of services to promote health or treat patients, demand for and use of health services and analysis of health care institutions and their supply. A specifically policy oriented area is Health Technology Assessment which includes a broad appraisal (including technological, economic ethical or organisational aspects) of a health care technology for the purpose of providing an input to a policy decision.

### Health Management

The goal of the management perspectives included in the specialisation is to assist the students in acquiring an extensive understanding and appreciation of vital components concerning leadership and management of health systems. Further, it is the objective to enable students to apply theories and methods relevant for leadership and management in connection with health systems. A specific target is that the students gain know-how in relation to health management.

Health management is the study of population health concerns and how they are addressed by the health system. Health management deals with both management *of* (i.e. health policy) and management *in* health organisations. Health policy forms the frame for management in health. Hence, an introduction to theories, concepts, and methods of policy analysis and their application will prepare the students for independent understanding and execution of individual policy analyses related to public health in general and to health management specifically.

In relation to management and leadership in health organisations, the students will have the opportunity of gaining an understanding of the path finding part of the managing process, problem solving part of the managing process, and implementing part of the managing process in relation to health management.

### Teaching Strategy

Depending on specific aims and objectives of the various courses, a wide line of teaching methods and didactical techniques will be applied. A distinct ambition is to engage students in the organisation, execution and assessment of, for instance, individual lectures, group work and other educational sequences.

Modules in the specialisation: <i>Health Economics and Management</i>				
Name of the module	Teaching and examination time		ECTS-point	Website for the course description
<i>Change and Knowledge Management in Health Systems</i>	2 <sup>nd</sup> sem.	3 <sup>rd</sup> quarter	7.5	<a href="https://mitsdu.dk/en/mit_studie/kandidat/folkesundhedsvidevidenskab_kandidat/uddannelsens_opbygning/fagbeskrivelser">https://mitsdu.dk/en/mit_studie/kandidat/folkesundhedsvidevidenskab_kandidat/uddannelsens_opbygning/fagbeskrivelser</a>
<i>The Economics of Prevention in Health</i>	2 <sup>nd</sup> sem.	4 <sup>th</sup> quarter	7.5	
<i>Health Policy</i>	3 <sup>rd</sup> sem.	1 <sup>st</sup> quarter	7.5	
<i>Health Technology Assessment</i>	3 <sup>rd</sup> sem.	2 <sup>nd</sup> quarter	7.5	

## 4.4 Specialisation: *Global Health*

Two compulsory modules and one elective module are part of the specialisation *global health*.

### General purpose

The Global Health specialisation will give students insight in, and develop analytical tools to assess and conduct research on global health problems, on to review institutions and actors that are active in the realm, focus on global control, monitoring and governance systems in the health arena, various value systems and cultural approaches to health, illness and methods for enhancing health and quality of life, as well as comparative aspects of health systems research.

Current processes in globalization pose a range of challenges to national health and welfare systems with an economic, political and social as well as cultural nature. In health policy matters, nation states must increasingly collaborate and call on a range of old and new actors such as WHO, WTO and EU, development assistance NGOs, multinational corporations, international professional organizations and client/consumer associations, not to speak of the intricate interactions between those. International organized crime (incl. human trafficking) and terrorism may be easily added to the list. Expanding international trade and investment, research e.g. by drug companies, people's and resource mobility, tourism and communication have brought health issues into the international political arena and may in many cases cause controversy and cultural misunderstanding.

The specialisation will bring the students a profound understanding of the various economic, political and cultural impacts globalisation has on health status, the work of nation-states with international institutions, social, cultural and belief systems in regard to approaches to (global) health, and health systems reform efforts the world over. The curriculum of this MSc in Public Health specialisation shall also

enhance and extend the students' theoretical, methodological and research repertoire stemming from a wide range of health and social sciences including public health ethics.

### Teaching strategy

The learning approach employed in this specialisation will build upon a combination of lectures, group work, PBL and panel discussion basis. New teaching modalities (e-learning, IT-based exercises, etc.) will centre on case-based materials on which students shall work in small groups during eight-week modules. Real life examples from different regions in the world will be used, and experiences of students from e.g. developing countries will be actively incorporated in the teaching. This allows for a condensed and focused approach of specific course offerings.

Modules in the specialisation: <i>Global Health</i>				
Name of the module	Teaching and examination time		ECTS-point	Website for the course description
<i>The State of Global Health</i>	2 <sup>nd</sup> sem.	3 <sup>rd</sup> quarter	7.5	https://mitsdu.dk/en/mit_studie/kandidat/folkesundhedsvideenskab_kandidat/uddannelsens_opbygning/fagbeskrivelser
<i>Harmonisation, Sovereignty, Diversity and Global Health</i>	2 <sup>nd</sup> sem.	4 <sup>th</sup> quarter	7.5	
<i>Public Health Research on Global Scale</i>	3 <sup>rd</sup> sem.	1 <sup>st</sup> quarter	7.5	

## 4.5 Specialisation: *Risk Research*

Two compulsory modules and one elective module are part of the specialisation *risk research*.

### General purpose

Risk is a necessary element of everyday life. It can be defined as the probability and severity of an adverse effect or event occurring to man or to the environment following exposure, to a risk source. Such adverse effects may occur to health, therefore the understanding, characterisation and handling of the risks to damage human health resulting in the development of disease or injury is a crucial aspect in preventive and curative health science alike. The recognition of the importance of risk research in health sciences, especially in preventive medicine and public health, led to an impressive development in this field and to its growing acknowledgement and use in practice. The aim of the Risk Research specialisation is to give students comprehensive knowledge of the concept of risk that enables them to evaluate, plan and implement actions targeting the control of health risks so as health professionals, organisations and the society as a whole can contribute to the provision of the highest achievable level of health for people. To fulfil this aim, the specialisation will focus on the empowerment of students with the methodological skills of risk assessment, management and communication.

Learning the theoretical background of risk, the concept of probability and uncertainty, and the ways of how risk can be expressed are prerequisites to understand and consequently develop skills to deal with health risks in various contexts. To be able to identify problems, the level and characteristics of risk must be analysed. The process of risk assessment is a well-established methodology for this purpose. Students will develop practical skills to carry out the identification of hazards, assessment of exposure, description of dose-response relationship and by using the information collected in the previous steps, the characterisation of risk. Built on the ability to determine unacceptable level of risk, students learn practices for how to handle high-risk situations. They will get acquainted with strategies of risk governance and develop knowledge and practical skills of risk management, especially focusing on the management of occupational health and safety risks. As they get familiar with the most important methods used to manage risks to human health, they become able to plan organisational, engineering and individual measures for eliminating or reducing risk, to assess the effectiveness, the efficiency and the feasibility of the management options, to select the most adequate option and to recommend indicators and methods for the monitoring of the effectiveness of the implemented measure. Finally, students also learn to take into account that there often is a wide gap between scientific risk assessment on one hand and the general public's subjective perception of risk on the other. They will acquire knowledge and skills about effective communication of risk that is a key element of risk management, too.

The specialisation intends to bring students comprehensive knowledge of risk theory and practice, putting emphasis on the development of skills that empower them to identify and describe health risks as well as to plan and evaluate options for their management. Students who complete the specialisation will

become public health professionals prepared to fulfil tasks related to risk assessment and management in private companies as well as in public institutions from local to international level.

### Teaching strategy

The teaching strategy of the specialisation is based on the combined delivery of lectures, group exercises, cases studies and problem-based learning sessions. The theoretical background of topics covered by lectures is accompanied by practice-oriented group work that enables students to deepen their knowledge and develop practical skills. The case studies and problems are based on real life examples and students are encouraged to take an active part in bringing personal experiences into the educational process. Training in group activities provides not only methodological skills but also prepares students for work in practice, as risk research, being a multidisciplinary area, typically involves team activities.

Modules in the specialisation: <i>Risk Research</i>				
Name of the module	Teaching and examination time		ECTS - point	Website for the course description
<i>Risk Theory, Assessment and Governance</i>	2 <sup>nd</sup> sem.	3 <sup>rd</sup> quarter	7.5	<a href="https://mitsdu.dk/en/mit_studie/kandidat/folkesundhedsvidenskab_kandidat/uddannelsens_opbygning/fagbeskrivelser">https://mitsdu.dk/en/mit_studie/kandidat/folkesundhedsvidenskab_kandidat/uddannelsens_opbygning/fagbeskrivelser</a>
<i>Health and Safety Risk Management</i>	2 <sup>nd</sup> sem.	4 <sup>th</sup> quarter	7.5	
<i>Risk Communication</i>	3 <sup>rd</sup> sem.	1 <sup>st</sup> quarter	7.5	

## 4.6 Special electives

Special electives				
Name of the module	Teaching and examination time		ECTS - point	Website for the course description
<i>Methodology of the Social Sciences and Qualitative Methods</i> (offered by the Faculty of Social Sciences, The Academic Study Board of Business Administration)	3 <sup>rd</sup> sem.	1 <sup>st</sup> quarter	7.5	<a href="https://mitsdu.dk/en/mit_studie/kandidat/folkesundhedsvidenskab_kandidat/uddannelsens_opbygning/fagbeskrivelser">https://mitsdu.dk/en/mit_studie/kandidat/folkesundhedsvidenskab_kandidat/uddannelsens_opbygning/fagbeskrivelser</a>
<i>Project Management</i> (offered by the Faculty of Social Sciences, The Academic Study Board of Business Administration)	3 <sup>rd</sup> sem.	2 <sup>nd</sup> quarter	7.5	
<i>Cardiac Rehabilitation – a model of academic presentation</i>	3 <sup>rd</sup> sem.	1 <sup>st</sup> quarter	7.5	
<i>Interdisciplinary elective course in Global Health</i>	3 <sup>rd</sup> sem.	Summer	5.0	



## 5 GENERAL REQUIREMENTS

### 5.1 Internship

An internship of 15 ECTS can be a part of the master programme.

If students wish to do an internship, prior approval must be gained by the Academic Study Board of Public Health according to the regulations on credit in connection with internships. Further information can be found on the programme's website:

[http://www.sdu.dk/en/Information\\_til/Studerende\\_ved\\_SDU/Din\\_uddannelse/Kandidat/Folkesundhedsvidenskab\\_kandidat/Praktik](http://www.sdu.dk/en/Information_til/Studerende_ved_SDU/Din_uddannelse/Kandidat/Folkesundhedsvidenskab_kandidat/Praktik)

### 5.2 Starting credit, credit transfer/pre-approval of credit transfer and internationalisation

#### 5.2.1 Starting credit

Immediately after admission, new students are obliged to notify the university and apply for credit for course elements completed in previous unfinished study programmes at the same level.

5.2.1.2 The university will take disciplinary actions, if a student gives incorrect or insufficient information or neglects to apply for starting credit.

#### 5.2.2 Pre-approval of credit transfer

Students who, as a part of the programme, wish to follow courses at another university in Denmark or abroad, can apply for pre-approval of credit transfer at their home university, see section 38, 1 of the University Programme Order (Uddannelsesbekendtgørelsen).

5.2.2.2 Pre-approval of credit transfer can only be granted if the student, in connection with the application, engages to provide the home university with the necessary documentation of passed or not passed courses upon completion of the pre-approved courses. Furthermore, the student must accept that the home university can obtain the necessary information at the host university in case the student is not able to obtain the documentation on his/her own, see section 38, 2 of the University Programme Order (Uddannelsesbekendtgørelsen).

5.2.2.3 Upon receipt of documentation that the pre-approved courses are passed, the university will administratively approve transfer of credit to the home university's programme, see section 38, 3 of the University Programme Order (Uddannelsesbekendtgørelsen).

5.2.2.4 In cases where the pre-approved courses are not offered by the host institution, the courses are full or do not correspond to the level (graduate) or other conditions, the university can, upon the student's initiative, make changes to the pre-approval of credit transfer. It is the student's responsibility and duty to put together a proposal for a study plan. The university provides academic support if the student requests it, see section 35, 4 of the University Programme Order (Uddannelsesbekendtgørelsen).

#### 5.2.3 Credit transfer

Passed modules from identical programmes at the same level in Denmark can replace modules in this programme, see section 36 of the University Programme Order (Uddannelsesbekendtgørelsen).

5.2.3.2 Relevant passed modules from other Danish or international programmes at the same level can replace modules on the Master of Science in Public Health programme, see section 37 of the University Programme Order (Uddannelsesbekendtgørelsen).

5.2.3.3 Credit transfer is not permitted for a Master's Thesis which entitles the graduate to a degree in a specific master programme to a different master programme.

5.2.3.4 Decisions regarding credit transfer and pre-approval of credit transfer are made by the Academic Study Board on the basis of an individual, academic assessment.

#### 5.2.4 Internationalisation

The 3<sup>rd</sup> semester is organised as elective semester and allows for an international dimension in the form of studies abroad (courses or internship).

Alternatively students can participate in "Internationalisation at Home". The learning activities in all modules of the programme are carried out in English (120 ECTS). Therefore the whole public health programme has a strong international focus. Most of the teaching modules are taught by international teachers, which use international comparisons and examples in their lectures. The international perspective of the public health programme is also provided for all students through the admission of both international and domestic students to the programme, which results in an international dimension in most of the group work activities.

5.2.4.2 Applications for study periods abroad must go through the International Office and through the Academic Study Board of Public Health:

- a) Application for admission at the host university is done through the International Office, which provides assistance with the application process and provides advice and information about the university's different exchange agreements.
- b) Upon admission at the host university through the International Office, the student must apply for pre-approval of credit transfer of specific courses at the Academic Study Board of Public Health, primarily in replacement of courses on the third semester of the Master of Science in Public Health programme.

5.2.4.3 On its website, the university publishes a statistic of the university's decisions on credit transfer, including pre-approval of credit transfer.

## 5.3 Registration and cancellation of examinations

### 5.3.1 Registration for courses and exams

It is the student's responsibility to register for courses. Registration is done via Student Self Service. The deadlines for registration are announced on SDU's website. Registration for a course is equal to registration for the first examination attempt in the exams that are associated with the course. The registration is binding.

5.3.1.2 The student can change his or her registration for *electives* during the first three weeks of the semester, unless circumstances stated in the course do not permit this. Changes can be made provided that there is concordance in the number of ECTS, that the new course is not full and that the change does not cause a prolongation of the study time.

5.3.1.3 If a compulsory course is offered for the last time, registration is mandatory.

5.3.1.4 The university can grant an exemption from the rules regarding registration for courses if the student is an elite athlete, or if special circumstances apply (Examination Order, section 14, 5).

5.3.1.5 In addition to the above mentioned regulations, reference is made to SDU's common rules on registration for courses and exams.

### 5.3.2 Deregistration from courses and exams

It is not possible to deregister from a course, course element, exam or re-exam element after the registration period has ended. In case of absence from an examination, the student will use an examination attempt.

5.3.2.2 If a prerequisite for an exam is not passed, the university can cancel the registration for the exam, if participation in the course/exam would cause inconvenience or danger to others as a consequence of the lacking prerequisite. Thus, the student will not have used an examination attempt.

5.3.2.3 If a student does not pass a prerequisite and it is considered that participation in the exam without the having passed the prerequisite does not cause inconvenience or danger to others, the registration cannot be cancelled and the student will have used an examination attempt.

5.3.2.4 Information about prerequisites for exams is stated in the course description.

5.3.2.5 The university can grant an exemption from the rules regarding deregistration from courses and exams if the student is an elite athlete, or if special circumstances apply (Examination Order, section 14, 5).

More information can be found in the University's general examination regulations:  
[http://www.sdu.dk/en/Information\\_til/Studerende\\_ved\\_SDU/Eksamen/generelt\\_om\\_eksamen](http://www.sdu.dk/en/Information_til/Studerende_ved_SDU/Eksamen/generelt_om_eksamen)

## **5.4 Re-examination**

Students who do not pass the ordinary examination in a course, can register for re-examination. The student is responsible for registering for the re-examination. In order to participate in a re-examination, the student must have been registered for the ordinary examination in the course.

5.4.2 If a student has been registered for the ordinary examination, but has not participated in the examination, the student has used an examination attempt and can register for the re-examination.

5.4.3 If a student has been unable to participate in an ordinary examination due to illness, the student is entitled to a re-examination.

5.4.4 A passed examination cannot be re-taken

5.4.5 In addition to the above mentioned regulations, reference is made to SDU's common rules on illness and examinations.

## **5.5 Spelling and writing skills**

Spelling and writing skills are a part of the overall assessment of an examination performance in large written assignments. However, the academic content must carry greater weight (cf. the Examination Order - Eksamensbekendtgørelsen). The study board may grant an exemption to this rule if the student can document a relevant, specific disability, unless spelling and writing skills are an essential part of the purpose of the examination.

## **5.6 Examination attempts**

A student has three (3) attempts to pass an examination. The Academic Study Board may grant additional examination attempts, if special circumstances apply. In the assessment of special circumstances, the question of the student's academic aptitude must not be included.

## **5.7 Internal or external censorship**

Examinations are organised and assessed according to the Examination Order (Eksamensbekendtgørelsen) and the Grading Scale Order (Karakterbekendtgørelsen).

5.7.2 Examinations with external censorship must cover the programme's essential areas, including the master's thesis. At least 1/3 of the programme's total number of ECTS points must be documented at examinations with external censorship. This means that at least 40 ECTS must be covered by external censorship in the Master of Science in Public Health programme.

## **5.8 Grading scale assessment or passed/not passed**

Examinations will be assessed according to the 7-point grading scale or passed/not passed as stated in the description of each individual module (the Grading Scale Order, section 2 - Karakterbekendtgørelsen).

5.8.2 The objectives for learning outcome specified in the module descriptions in section 4, are identical to the criteria for the assessment passed / grade 12. This means that the objectives for learning outcome indicate what is required from the student in order to achieve the grade 12 (when using the 7-point grading scale), respectively what is the sufficient level required in order to achieve the grade "passed" (when the assessment is passed / not passed). The formulation "at sufficient level" when using the assessment passed / not passed, is based on the definition of the grade 02 from the Grading Scale Order and ensure that the description is also accurate at exams graded with passed / not passed.

5.8.3 The assessment "passed/not passed" or "approved/ not approved" can only apply to examinations covering 1/3 of the programme's ECTS points. This means that not more than 40 ECTS in the Master of Science in Public Health programme can be assessed in this way.

5.8.4 All requirements in a module must be fulfilled in order for the module to be passed.

## 5.9 Study activity

Students must pass at least one examination with ECTS-points within a consecutive period of one year. If this requirement is not fulfilled, the student's enrolment will be terminated.

5.9.2 In addition to the above, students enrolled as of 1 September 2015 and later must pass at least 45 ECTS per year in order to fulfil SDU's requirements regarding study activity.

5.9.3 Enrolment in the programme can be terminated for students who do not fulfil the above mentioned requirements.

5.9.4 The Academic Study Board may grant an exemption from the requirements on study activity, if special circumstances apply.

5.9.5 When assessing an application for exemption from the study activity requirements, the Academic Study Board may include the question of the student's academic aptitude.

5.9.6 Students who have failed to study actively in a period of one year will be offered individual counselling. The counselling interview will be organised by the Faculty of Health Sciences.

## 5.10 Time frame for completion of the programme

The Master of Science in Public Health programme must be completed within the standard time frame (two years) + six months.

5.10.2 For students enrolled before 1 September 2015 other time frames apply:

Date of commencement	
1 September 2015 or later	Standard time + 6 months
1 September 14 and earlier	28 February 2018

5.10.3 Students enrolled before 2015, may be subject to regulations where the time limits for completion of the programme is shorter than the above. In these cases, the time limit indicated in the curriculum in question will apply.

## 5.11 Transition from bachelor to master programme

The university may register students, who are admitted and enrolled in a bachelor programme at the university, for courses and examinations covering a maximum of 30 ECTS on the master programme, if the university considers that the student's academic competencies are sufficient in order to complete courses in the master programme, see section 9, 1 of the University Programme Order – Uddannelsesbekendtgørelsen).

5.11.2 Students, who have completed courses or course elements in the master programme according to article 1, are entitled to admission to the master programme in question at the same university in direct continuation of a completed bachelor programme, cf. the Ministerial Order on Admission and Enrolment on Master's Programmes (Kandidatadgangsbekendtgørelsen), cf. section 10, 1 of the University Programme Order.

## 5.12 Special examination conditions

According to section 7 of the University Programme Order (Uddannelsesbekendtgørelsen), the university can offer special examination conditions to students with physical or mental disabilities or in other circumstances as judged by the university, if it is considered to be necessary in order to give those students equal opportunities in the examination situation. It is a condition that the offer does not lower the examination standards.

5.11.2 Applications for special examination conditions must be submitted to the Academic Study Board.

## 5.13 Written assignments

Requirements on the length of written assignments are stipulated in the course descriptions of each individual module. The length is stated as normal pages. A normal page comprises 2,400 characters (symbols and spaces). Characters are defined as any typographical unit, i.e. not only letters and numbers, but also punctuation marks and spaces. Footnotes are counted as one character. The front page, table of contents, reference list, summary, tables and illustrations are not included.

The length of a paper may vary +/- 10% with respect to the fixed number of normal pages per student.

Non-written material such as films, videos, photos etc. can be included as literature in connection with written assignments. The extent of the material must be agreed with and approved by the teacher or supervisor. Films and video will be stated as one minute equal to one normal page.

Students must add the number of characters to the front page of their assignments.

Front page of an examination paper:

Written assignments, written reports, take-home assignments etc. must be provided with a front page containing the following information:

- Name of the programme and name of campus
- Title of assignment
- Name of supervisor
- Name of module
- Student name and date of birth – NOT EXAM NUMBER OR CIVIL REGISTRATION NUMBER (cpr-no.)
- Number of characters (including letters, numbers and spaces)

An example of a front page can be found on the programme's website.

Individual contribution in group exams:

In order to identify the individual contribution in case of a group exam, a page specifying which part of the examination paper the student is responsible for must be included in the paper directly after the front paper. This shall secure that the evaluation is done individually. However, introduction, discussion and conclusion may be written jointly.

Reference is made to the Examination Order (Eksamensbekendtgørelsen).

Requirements on the length of written assignments expressed in number of pages are provided in the curriculum's section 4 "Description of modules", in the description of each module.

5.13.2 Written assignments, which do not comply with the given regulations on number of characters, cannot be assessed.

5.13.3 Written assignments will be rejected, if students do not comply with the stipulated deadlines for submission.

5.13.4 Written examinations are carried out digitally. The student is expected to bring his/her own personal computer at written examinations. Depending on the type of written examination, different kinds of software/programmes can be used. The student must install these on his/her computer prior to the examination and is expected to be fully conversant with the software/programmes on the day of the examination.

## 5.14 Other exam regulations

### 5.14.1 Examination language

Examinations may be carried out in English, Danish, Swedish or Norwegian. However, the use of English is obligatory in group examinations or if the examiner does not understand Danish.

### 5.14.2 Exam cheating

In connection with exam cheating, SDU refers to its regulations on examinations and the Examination Order (Eksamensbekendtgørelsen).

### **5.14.3 Prerequisites for participation in examinations**

Prerequisites, if any, are stated in the course description.

### **5.14.4 Examination aids**

The use of aids during an examination (calculator etc.) is not allowed, unless it is clearly stated in the course description.

## **6 LEAVE OF ABSENCE**

Leave of absence in connection with childbirth/adoption or compulsory military service/UN-service can be granted according to SDU's general rules on leave of absence.

6.2 In addition, the university can grant leave of absence

- If the student is part of the pre-graduate research programme at the Faculty of Health Sciences
- If the student is an elite athlete
- If special circumstances apply

6.3 Leave of absence can be granted up to one semester (two quarters).

6.4 Exceptions where leave of absence can be prolonged to 12 months

- Childbirth/adoption
- Compulsory military service
- Pre-graduate research year

6.5 Applications for leave of absence must be presented to Student Services.

## **7 TERMINATION OF ENROLMENT**

The enrolment in the programme will be terminated when the student:

- has graduated from the Master of Science in Public Health programme
- is unable to continue in the programme due to the fact that the student has used all his or her examination attempts
- is unable to continue in the programme due to exceeding of deadlines or due to activity requirements or other university regulations according to section 5.9 regarding study activity requirements
- withdraws from the programme by the student's own choice
- is expelled permanently by the university according to the University Act, section 14.9

## **8 EXEMPTION AND COMPLAINT OPPORTUNITIES**

### **8.1 Exemption from university regulations**

The examination regulations at SDU apply to conditions not mentioned in the Examination Order.

8.1.2 If unusual circumstances apply, the Academic Study Board may grant an exemption to the regulations stipulated in the curriculum by the university only.

8.1.3 When assessing all applications for exemptions – except for exemptions for further examination attempts – the Academic Study Board may include the assessment of the student's academic aptitude.

### **8.2 Examination complaints**

Complaints of the assessment of an examination performance must be addressed to the Dean of the Faculty of Health Sciences. The complaint must be substantiated and in writing.

8.2.2 Students may file complaints on:

- legal matters
- the basis of the examination (exam questions, assignments etc.)
- the way in which the examination was conducted
- the assessment

8.2.3 The complaint must be filed not later than two weeks after the publication of the assessment. However, the deadline only applies from the date stated in advance for the publication of the examination result. In special circumstances, the university may grant an exemption to the deadline requirement. The Faculty of Health Sciences refers to the complaint instructions its webpage and the Examination Order, section 7 (Eksamensbekendtgørelsen).

The Faculty cannot decide to change an examination result. The Faculty may decide to

- Offer a reassessment with new examiners (written exams)
- Offer a new examination with new examiners (oral exams)
- Reject the complaint

The result of a reassessment or re-examination may result in a lower grade than the original

Complaints about other matters than an examination (i.e. supervision and teaching) must be presented to head of studies.

## **8.3 Appeal**

### **8.3.1 Decisions on credits**

The University's/Academic Study Board's decisions in accordance with the University Programme Order, section 40, 1 (Uddannelsesbekendtgørelsen), regarding rejections or partial rejections on credits transfer and pre-approval of credit transfer for Danish or international course elements, may be referred to a board of appeal according to the regulations of the Ministerial Order no. 1517 of 16 December 2013 (Meritankenævnsbekendtgørelsen).

8.3.1.2 University decisions with regards to section 40 on rejections and partial rejections on credit in connection with passed international exams may be presented to the board of qualifications (Kvalifikationsnævnet) according to the Ministerial Order no. 579 of 1 June 2014 (Lov om vurdering af udenlandske uddannelseskvalifikationer mv.).

### **8.3.2 Complaint concerning legal matters**

Complaints regarding decisions made by the Academic Study Board in accordance with the University Programme Order (Uddannelsesbekendtgørelsen) and this curriculum can be presented to the Danish Agency for Higher Education (Styrelsen for Videregående Uddannelser) by the student in connection with complaints on legal matters.

8.3.2.2 The complaint must be substantiated and submitted to the university not later than two weeks after the Academic Study Board's decision has been sent to the student. The university will give a statement, which the complainant may comment on within a deadline of at least one week. Subsequently, the university will send the complaint, its statement and any comments from the complainant to the agency.

## **9 AFFILIATION OF THE PROGRAMME**

### **9.1 Relevant ministerial orders**

The general regulations for this curriculum are set for the Master of Science in Public Health at the SDU in accordance to the University Act no. 367 of 25 March 2013 (Universitetsloven) and the following ministerial orders:

- "Ministerial Order on Bachelor and Master's (Candidatus) Programmes at Universities", no. 1061 of 30 June 2016 (University Programme Order – Uddannelsesbekendtgørelsen)
- "Ministerial Order on Admission and Enrolment on Master's (Candidatus) Programmes at Universities", no. 258 of 18 March 2015 (Kandidatadgangsbekendtgørelsen)
- "Ministerial Order on University Examinations and Grading", no. 1062 of 30 June 2016 (the Examination Order – Eksamensbekendtgørelsen)
- "Ministerial Order on the Grading Scale and Other Forms of Assessment of University Education, no. 114 of 3 February 2015" (Grading Scale Order - Karakterbekendtgørelsen)

## **9.2 Title of the programme**

Successful completion of the Master of Science in Public Health programme (Kandidatuddannelsen i Folkesundhedsvidenskab) gives the graduate the right to the title of Cand(idatus/a) scient(iae) san(itatis) publ(icae). In English, Master of Science in Public Health.

## **9.3 Affiliation of the programme**

The Master of Science in Public Health belongs under the Faculty of Health Sciences.

## **9.4 Responsible Academic Study Board**

The Master of Science in Public Health programme belongs under the Academic Study Board of Public Health.

## **9.5 Body of External Examiners**

The Master of Science in Public Health programme belongs under the Body of External Examiners for Public Health Science and related programmes (Censorkorpset for folkesundhedsvidenskabelige og relaterede uddannelser).

## **9.6 Date of commencement**

This curriculum is valid for students enrolled from 1 September 2015.

## **9.7 Date of approval by the Academic Study Board**

This curriculum was approved by the Academic Study Board of Public Health on 15 August 2016.

## **9.8 Date of approval by the Dean**

This curriculum was approved by the Dean of the Faculty of Health Sciences on 31 August 2016.

## **9.9 Amendments**

10 September 2015, Section 4.3 The two courses in the Health Economics and Management specialisation, Health Technology Assessment and The Economics of Prevention in Health change place, and the Economics of Prevention in Health thus becomes one of the two obligatory courses in the specialisation

7 October 2015, Section 2.1, Pharmacy, Health Promotion and Psychology are added as bachelor programmes who give access to the programme. Selection criteria are defined due to the fact that the admission will be limited from 2016.

15 August 2016, Adjustments according the SDU's rules regarding internationalisation and student progress.

8 December 2016, 2.1 Radiography added under professional bachelors that give admission.



8 March 2018.

Section 1.4 Competency profile. Adjustment of item 6-8

Original text:

6. *take over leadership in the development, implementation and evaluation of programmes, policies and institutions that aim at prevention, health promotion, care, rehabilitation, and treatment.*
7. *be able to teach and carry through research-oriented investigations within the framework of the public health area in a largely autonomous manner.*
8. *be able to solve relevant tasks within public administration, private companies, teaching, professional organisations and associations*

## APPENDIX 1 – RELATIONSHIP BETWEEN THE COMPETENCY PROFILE OF THE PROGRAMME AND THE COMPETENCY OBJECTIVES OF THE SINGLE MODULES

Categories of the qualification framework	Elements of the competency profile	Module
<b>Know-ledge</b>	1) have extended knowledge on the health status and conditions for health of various population groups	Public Health in the 21st Century Advanced Epidemiology The State of Global Health Health Policy Worksite Health Promotion Cardiac Rehabilitation
	2) have extended knowledge on the theories, methods and strategies used to promote and protect the populations health and well-being	Public Health Policy and Administration Health Promotion Planning Health Communication Health and Safety Risk Management Empowerment and Social Policy Health Policy The Economics of Prevention in Health Risk Communication Worksite Health Promotion Cardiac Rehabilitation Project Management
	3) to be able to understand, apply and reflect about relevant theory, research methods and research approaches within public health	Applied Biostatistics Public Health Ethics Health Measurement Scales Advanced Epidemiology Change and Knowledge Management in Health Systems Harmonisation, Sovereignty, Diversity, and Global Health Health Promotion Planning Health Communication

		<p>Risk Communication  Risk Theory, Assessment and Governance  Empowerment and Social Policy  Public Health Research on Global Scale</p>
<b>Skills</b>	<p>4) be able to gather and analyse information on the health and well-being of selected population groups.</p>	<p>Applied Biostatistics  Health Measurement Scales  Evaluation  Methodology of the Social Sciences and Qualitative Methods  Health Technology Assessment  Risk Theory, Assessment and Governance  Worksite Health Promotion  Public Health Research on Global Scale  The State of Global Health  Cardiac Rehabilitation</p>
	<p>5) be able to analyse and critically assess the influence of behavioural, environmental and social conditions on the physical, mental and social health and quality of life of population groups.</p>	<p>Applied Biostatistics  Advanced Epidemiology  Public Health in the 21st Century  The State of Global Health  Health and Safety Risk Management  Empowerment and Social Policy  Risk Communication  Worksite Health Promotion  Cardiac Rehabilitation</p>
	<p>6) develop, implement and evaluate programmes, policies and institutions that aim at prevention, health promotion, care, rehabilitation, and treatment.</p>	<p>Public Health Policy and Administration  Health Promotion Planning  Health Communication  Empowerment and Social Policy  Health Policy  The Economics of Prevention in Health  Risk Communication  Worksite Health Promotion  Cardiac Rehabilitation  Project Management  Public Health Research on Global Scale</p>
	<p>7) be able to carry through research-oriented investigations within the framework of the public health area in a largely autonomous manner and to present research results to different audiences.</p>	<p>Applied Biostatistics  Health Measurement Scales  Advanced Epidemiology  Evaluation  Methodology of the Social Sciences and Qualitative Methods  Health Technology Assessment  Risk Theory, Assessment and Governance  Public Health Research on Global Scale  Project Management  Master ´s Thesis</p>
	<p>8) be able to conduct relevant public health-related tasks within public administration, private companies, professional and private organisations and associations</p>	<p>Public Health Policy and Administration  Change and Knowledge Management in Health Systems  Hamonisation, Sovereignty, Diversity and Global Health  Health Promotion Planning  Health Policy  Risk Communication  Project Management  Master ´s Thesis</p>
<b>Competencies</b>	<p>9) be able to communicate and interact in interdisciplinary collaborations – locally, nationally, internationally – in connection with</p>	<p>All modules</p>

	public health-related initiatives, matters, methods and theories	
	10) be able to identify individual learning needs and structure individual learning in different learning environments	All modules

## APPENDIX 2 – RELATIONSHIP BETWEEN THE COMPETENCY OBJECTIVES, TYPE OF TEACHING AND TYPE OF EXAMINATION FOR EACH MODULE

Module	Teaching	Exam	Argumentation for a relationship between type of teaching and type of exam
Public Health in the 21 <sup>st</sup> Century	Lectures, group work, case presentations and debates	Oral examination	Through the teaching forms and in combination with the exam form the students will be able to train their ability to reflect about modern public health and public health research individually and in small group discussions and debates.
Public Health Policy and Administration	Lectures, case-studies, group discussions	Compulsory paper	Through the teaching forms and in combination with the exam form the students will be able to train their ability to reflect about relevance and impact of public health and other policies on health and to analyse public health policies individually and in small groups.
Applied Biostatistics	Lectures, group work, computer exercises,	3 hour written examination	Through the teaching forms, the obligatory group work and in combination with the exam form the students will be able to train their ability to discuss, apply and appraise modern biostatistical methods and to analyse epidemiological and clinical data individually and in small groups.
Public Health Ethics	Lectures supplemented by preparatory readings, debate, exercises and group work	Compulsory paper	Through the teaching forms and in combination with the exam form the students will learn about central ethical challenges of public health research, practice and policy development and implementation and will be able to train their ability to identify, analyse, argue and apply critical reflection individually and in small groups.
Health Measurement Scales	Lectures and exercises in small groups	2 hour written examination	Through the teaching forms and in combination with the exam form the students will learn about fundamental concepts of measurement methods and will acquire basic hands-on experience with constructing reliable and valid assessment scales individually and in small groups.
Evaluation	case studies and exercises in computer lab with supervision	Compulsory paper	Through the teaching forms and in combination with the exam form the students will learn about methods underlying the various types of evaluation and will train their ability to assess and apply evaluation methods to different health initiatives individually and in small groups.
Advanced Epidemiology	Lectures, exercises and supervised group work	3 hour written examination	Through the teaching forms the obligatory group work and in combination with the exam form the students will learn about major topics and modern methods in epidemiology and will train their ability to apply these methods individually and in small groups.
Health Promotion Planning	Lectures, case studies work in groups with supervision and group presentations, PBL	Written report	Through the teaching forms and in combination with the exam form the students will learn about the principles and values of health promotion, health promotion planning, evaluation and quality assurance and will train their ability to apply this knowledge to planning a health promotion intervention individually and in small groups.
Health Communication	Lectures and group work	4 hour written examination	Through the teaching forms and in combination with the exam form the students will learn about relevant theories to solve a health communication problem

			and will train their ability to apply these theories individually and in small groups.
Change and Knowledge Management in Health Systems	Lectures, dialogue, case analysis and consultation in relation to the report	Written report	Through the teaching forms and in combination with the exam form the students will learn about fundamental theories of knowledge management and change management and will train their ability to apply these management theories and methods individually and in small groups.
Health Technology Assessment	Lectures, case-studies, group discussions and group exercises	Written report with oral examination	Through the teaching forms and in combination with the exam form the students will learn about fundamentals of multidisciplinary and politically oriented assessment of health technology and will train their ability to apply the tools for appraisal of technology assessment reports individually and in small groups.
The State of Global Health	Lectures, PBL; group work, discussion sections	Written assignment	Through the teaching forms and in combination with the exam form the students will learn about global burden of disease and the relations between globalisation and health and will train their ability to apply this knowledge individually and in small groups.
Harmonisation, Sovereignty, Diversity and Global Health	Lectures, class discussions, oral student presentations and project work	Oral examination	Through the teaching forms and in combination with the exam form the students will learn about how globalisation determines and interacts with health policies and governance and will train their ability to apply these knowledge individually and in small groups.
Risk Theory, Assessment and Governance	Lectures, seminar exercises, case study work	Written assignment	Through the teaching forms and in combination with the exam form the students will learn about on risk theory and application of the risk concept in the field of human health and will train their ability to apply this knowledge individually and in small groups.
Health and Safety Risk Management	Lectures, seminar exercises, case study work, group work	Written report with oral examination	Through the teaching forms and in combination with the exam form the students will learn about the theoretical basis of risk management and will train their practical skills to systematically apply methods of risk management individually and in small groups.
Empowerment and Social Policy	Lectures, PBL, case-studies work in groups with supervision and group presentations	Written report	Through the teaching forms and in combination with the exam form the students will learn about the theoretical basis of empowerment and will train their ability to apply empowering methods in community intervention programmes individually and in small groups.
Worksite Health Promotion	Lectures, group work, student presentations	Written report	Through the teaching forms and in combination with the exam form the students will learn about the relationship between work and health and worksite health promotion interventions and will train their ability to develop worksite health promotion programmes individually and in small groups.
Health Policy	Lectures, debates and presentations delivered by students, case study group work	Written assignment	Through the teaching forms and in combination with the exam form the students will learn about policy issues relevant to the health care sector and will train their ability to apply different theoretical perspectives from political science and economics to the health policy process individually and in small groups.
The Economics of Prevention in Health	Lectures, debates, student presentations	4 hour written examination	Through the teaching forms and in combination with the exam form the students will learn about the conceptual framework on the economics of disease prevention and will train their ability to apply this knowledge

			individually and in small groups.
Public Health Research on Global Scale	Lectures, debate sessions and case-based small group exercises	Written report	Through the teaching forms and in combination with the exam form the students will learn about evidence-based public health research both on global themes and in international collaboration and will train their ability to apply this knowledge to write a grant proposal individually and in small groups.
Risk Communication	Lectures, debate sessions and group work	Written report	Through the teaching forms and in combination with the exam form the students will learn about risk perception, communication strategies and evidence-based methods for communicating about different types of risk and will train their ability to apply this knowledge individually and in small groups.
Cardiac Rehabilitation – a multifaceted approach	Lectures, case studies and supervised work in groups	Written report	Through the teaching forms and in combination with the exam form the students will learn about the pathophysiology, the prevention and treatment of cardiovascular diseases and on cardiac rehabilitation and will train their ability to apply this knowledge individually and in small groups.
Master's Thesis	Lectures, discussions, student presentations	Written assignment with oral defense	Through the teaching forms and in combination with the exam form the students will learn how to constructively, critically and independently formulate, discuss and communicate a public health problem and will train their ability to apply this knowledge to their own issue of stake individually or in groups of two students.