

Bachelor of Applied Public Health (BACH_APH)

1. About the Bachelor of Applied Public Health

Public health is the study and application of promoting health and preventing disease, focusing on measures at the community and population level. Whether you are interested in playing a part in a non-government organisation, a national health care system, or your local council or community, you could be part of the growing global demand for high quality graduates in public health.

This course includes an industry placement as well as a global learning experience with a Laureate partner institution.

The Bachelor of Applied Public Health at Torrens will position you to influence the quality of life for communities, locally, nationally and globally.

Graduate Outcomes:

- Health Policy Adviser, Health Promotion Officer, Project Officer/Manager, Community development worker or Research Officer.
- Policy, program & project jobs - Local, State and Federal Government (graduate schemes, primary health care)
- Health promotion jobs - Government & non-government organisations (NGOs) (e.g. Cancer Council, Heart Foundation, ShineSA, Mental health and disability NGOs)
- Health service administration jobs - In Government, NGOs and private organisations e.g. health insurance organisations
- Development-focused jobs - For Government (AusAid) and NGOs such as CareAustralia, AUSAid.
- Disease surveillance and research jobs - Government: State and Federal

Key study outcomes

- Develop and manage effective public health policy at all levels of society
- Understand the key determinants in disease control and prevention
- Develop skills in health surveillance and epidemiology

Contact us to discuss your career pathway options.

Their disciplinary and academic knowledge base will also provide a platform for further undergraduate study in tourism or broader business fields.

Graduate employment opportunities

Graduates may find a range of career pathways and employment opportunities including:

- Travel Agent/Travel Consultant
- Customer Service Officer – Tourism Information Centre
- Casino Guest Services Agent
- Tourism and Travel Advisers
- Tour Guides
- Marketing Officer
- Theme Park Attendant

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- Cruise Ship Attendant

Course Overview

Course Title	Bachelor of Applied Public Health (BACH_APH)		
Study Options – Domestic Australian students	Face to Face delivery Online delivery Full-time and part-time options available.	Study Options – International students	International students on a student visa must not enrol into any more than a third or 33% of online subjects over their course and must study at least one subject that is face to face in each trimester. International students on a student visa are required to study full time, i.e. the student must complete a minimum of 1.0 EFTSL of study per year.
Start Dates	February, June, September For specific dates visit the website .	Course Length	Full-time: 3 years Part-time: 6 years
Payment Options - Domestic Australian students	Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date. FEE-HELP FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold. Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.	Payment Options – International students	Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date.
Course study requirements	It is expected that each subject, whether studied online or on-campus, will involve a combined total of 120 hours of structured and self-directed learning, which equates to approximately 10 hours a week for subjects over 12-week trimesters	Assessment	Assessments vary and include: critical analysis and essay writing, literature reviews, needs assessment, project development and evaluation, in-class debates, participation in online discussion forums, short questions, and research projects.
Locations	Adelaide and Online	Delivered by	Torrens University Australia
Provider	Torrens University Australia Ltd is registered as a self-accrediting	CRICOS Course Code	088181G

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	Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).		
Provider obligations	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the Higher Education Standards 2015	Accrediting body	Torrens University Australia Limited ABN 99 154 937 005, CRICOS Provider Code: 088181G. RTO No. 41343
Course Fees	For details, refer to the website .	Any other fees	For details, refer to the website .

2. Essential requirements for admission

The general admission criteria that apply to Torrens University Australia courses can be located by visiting the Torrens University Australia website - <https://www.torrens.edu.au/general-admission-information-for-torrens-university-australia-ltd>.

3. Student Profile

The table below gives an indication of the likely peer cohort for new students in this course. It provides data on students who commenced in this course in the most relevant recent intake period, including those admitted through all offer rounds and international students studying in Australia.

Applicant background	Trimester one / Full year intake [2020]	
	Number of students	Percentage of all students
(A) Higher education study (includes a bridging or enabling course)	<5	0%
(B) Vocational education and training (VET) study	<5	0%
(C) Work and life experience (Admitted on the basis of previous achievement not in the other three categories)	<5	0%

(D) Recent secondary education:		
<ul style="list-style-type: none"> Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points) 	0	0%
<ul style="list-style-type: none"> Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR) 	0	0%
<ul style="list-style-type: none"> Admitted on the basis of other criteria only and ATAR was <i>not</i> a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement) 	<5	0%
International students	<5	N/A
All students	5	100%

Notes:

- “<5” - the number of students is less than 5
- N/A – student not accepted in this category
- N/P – No published: the number is hidden to prevent calculation of numbers in cells with less than 5 students

4. Admission Criteria

Title of course of study	Bachelor of Applied Public Health
Applicants with higher education study	<ul style="list-style-type: none"> A completed higher education qualification at AQF level 5 (diploma) or above, or equivalent, from an Australian University or another accredited higher education provider <p>OR</p> <ul style="list-style-type: none"> Successful completion of at least 1 EFTSL (equivalent full-time student load, or one full year) of an AQF level 6 (Associate Degree) or above, or equivalent, from an Australian University or another accredited higher education provider
Applicants with vocational education and training (VET) study	<ul style="list-style-type: none"> A completed vocational education qualification at AQF level 4 (Certificate IV) or above, or equivalent, from a registered training organisation (RTO) <p>OR</p> <ul style="list-style-type: none"> Successful completion of at least 1 EFTSL (equivalent full-time student load, or one full year) of an AQF level 5 (Diploma) or above, or equivalent, at a registered training organisation (RTO)

Applicants with work and life experience	<ul style="list-style-type: none"> • Demonstrated ability to undertake study at the required level: <ul style="list-style-type: none"> ○ broadly relevant work experience (documented e.g. CV), demonstrating a reasonable prospect of success; <p>OR</p> <ul style="list-style-type: none"> • formal, informal or non-formal study, completed or partially completed, demonstrating a reasonable prospect of success; <p>OR</p> <ul style="list-style-type: none"> • written submission to demonstrate reasonable prospect of success.
English Language Proficiency (applicable to international students, and in addition to academic or special entry requirements noted above)	International Students <ul style="list-style-type: none"> • Equivalent IELTS 6.0 (Academic) with no skills band less than 5.5
Applicants with recent secondary education	<ul style="list-style-type: none"> • Year 12 or equivalent

Other admission options

Special Entry	<p>Applicants in any category whose study, work or life experiences have been impacted by disability, illness or family disruption will be given special consideration for admission.</p> <p>Each application will be considered on its merit, based on the evidence supplied by the applicant attesting to the circumstances of the applicant.</p> <p>Applicants for special entry may need to complete written or numerical tasks to assist with assessing eligibility for admission.</p>
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5. How to apply

Via direct application to the institution

- <https://apply.torrens.edu.au/>

6. Advanced standing/academic credit/recognition of prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning

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can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

Applicants admitted based on prior higher education study may be eligible for Advanced Standing in the form of credit and/or recognition of prior learning (RPL) under the Torrens University Australia [Credit Policy - \(https://www.torrens.edu.au/policies-and-forms\)](https://www.torrens.edu.au/policies-and-forms).

- Students with completed subjects may be eligible for specified credit and/or elective exemptions
- Students who have completed a qualification at AQF level 5 (diploma) or above may be eligible for block credit (where a block credit agreement exists)
- Students with a mix of formal study and informal and/or non-formal learning may be eligible for recognition of prior learning in addition to any credit approved.

Credit will not be applied automatically. Applicants must apply for credit and/or RPL as early as possible prior to each study period, with applications not accepted after week 2.

For further information about credit and recognition of prior learning please see <https://www.torrens.edu.au/apply-online/course-credits>

7. Where to get further information

- Torrens University Australia (TUA) Website
 - <https://www.torrens.edu.au/>
- Quality Indicators for Learning and Teaching (QILT) Website
 - <https://www.qilt.edu.au/>

8. Additional Information

Course Structure

The Bachelor of Applied Public Health course is comprised of 24 subjects with a combined total of 240 credit points. This includes 8 core subjects, totaling 80 credit points, 8 specialisation (core) subjects (80 credit points) and 8 elective subjects (80 credit points).

The course structure can be viewed or downloaded at the Student Hub Courses webpage.

<https://studenthub.torrens.edu.au/Hub>

Course Rules- not stated in existing CIS

Subjects

Subject Descriptions

PUBH2000 Foundations of Public Health – Core

Within this introductory course, students learn the principles and practice of public health and improving the health of populations. Students learn how public health is defined, the origins of public health and its evolution as a discipline. Students learn the key principles of the “new public health”, public health practice, the functions of public health, the role of government in improving the health and wellbeing of citizens, and public

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health service models, including comprehensive primary health care. They consider different understandings of health and illness, including professional, lay and Australian Indigenous definitions. They are introduced to key concepts in public health, including a human rights approach to health, an ecological perspective and the social determinants of health.

PUBH2105 Health Protection and Environmental Health - Core

Focusing on environmental influences on health, this course introduces students to the role of environmental risk factors and determinants of disease in illness and injury. Students will understand the regulatory influences on environmental risk factors and environmental influences on health, analyse risk factors and identify vulnerable populations, and strategise interventions using real-world scenarios.

PUBH2102 Disease Prevention and Control - Core

Further developing students' understanding and manipulation of epidemiological data sets, this course focuses on modifiable risk factors and behaviour, taking a case based approach to learning, exploring current and past public health issues, evaluating different approaches to their control and prevention.

PUBH2101 Health Surveillance and Epidemiology - Core

This course introduces students to population health patterns, epidemiology, social determinants of health, and health systems and political policies in a manner that allows them to ask questions of data, ethical issues with data, draw out points of significance, and present data in different ways to different audiences. An inquiry based approach to learning underpins this course.

PUBH2103 Health Promotion and Advocacy - Core

This course challenges students to make an impact and introduces students to being change agents, teaching them how to recognise health needs in a community and equipping them with the skills they need to communicate to a wide variety of audiences, preparing them to engage with communities to promote health and engage in health advocacy with intersectoral stakeholders and influencers. Special populations and social determinants of health focus strongly in this course, and students consider how to engage with different communities, and the formation of partnerships with other sectors.

PUBH2104 Health Policy, Planning and Management - Core

This course draws together the strands of data analysis from the other courses thus far and puts them within a policy and management context. Students need to put together an operational plan for a public health intervention, justified with a strong evidence base to secure buy-in and budget commitment. Students also develop their systems thinking skills in this course as they start to analyse how one change in the system has a knock-on effect, planning which elements of the system to address, when and how. Students will learn about the Australian healthcare system and legislative and policy frameworks and standards.

SOC 202A Introduction to Social Research Methods - Core

This subject gives students an overview of the methods used in social science research. It examines the models and techniques of social research across quantitative and qualitative methods, including surveys and sampling, questionnaires, focus groups, structured, semi-structured and unstructured interviews. It asks, what is the research basis of knowledge and how do we know what we know? It prepares students for understanding the nature of the research process, through direct application of basic interview technique, transcription and first level analysis. Students learn to reflect on their findings and the process involved for conducting social research through their experience of interviewing using techniques such as unstructured, semi-structured and structured interviews, and through a scholarly analysis of literature on research methods.

PUBH2107 Capstone - Core

This course draws together all the strands of knowledge and skill to date and positions the students with an external body that needs to write a grant for external funding for a public health initiative. Students will learn the project management skills associated with grant writing, hone their writing skills for a particular audience and further develop their expertise in data presentation.

OR

This second capstone option gives students the opportunity to plan a health promotion campaign for a special population of their choice. The course accentuates their cultural sensitivity, critical evaluation skills, and systems thinking as they plan a campaign to hit different elements of a system to achieve a common goal.

PUBH2001 Social and Political Determinants of Health – Specialisation (Core)

Public health professionals take a systems or ecological approach whereby health is seen as the result of an interrelationship between biological, psychological, familial, social, economic and political factors. Political, economic and social conditions are considered major determinants of health. This course considers inequitable patterns of health and illness across the community, and the underlying determinants of these patterns. Students will learn to identify the main social determinants of health including those for Indigenous Australians, and how they impact upon health. These include the social gradient of health, gender, child development, social exclusion, work conditions, social support, housing, education, culture/racism and access to health care. Students will develop an understanding of cultural competency and cultural safety. The need to consider the impact of policies in other sectors upon health and inter-sectoral collaboration strategies are explored.

PUBH2011 Global Health – Specialisation (Core)

In this course, students learn about the impact of globalisation upon health and the relationship between global health, foreign policy, trade, security, aid and development. They consider the relationship between human rights and health in a global context. They learn about key global health institutions including the World Health Organisation, global health governance, funding and diplomacy, and international treaties for health. Case studies within global health diplomacy and international health are used within this course.

NUTR 2003 Nutrition and Society – Specialisation (Core)

This subject aims to provide an understanding of the sociology of food, nutrition and public health. Students will explore the relationships between human behavior and dietary intake from a public health perspective. This subject will provide students with a solid understanding of the social and environmental determinants of health as it relates to nutrition. Students will be engaged in community based research to identify a public health issue which is prevalent in their community society.

PUBH2017 Health Issues across the Lifespan – Specialisation (Core)

Changing demographics including the ageing of the population has major implications for the planning and delivery of public health and health care services. This course considers the way in which mental and physical health issues change over the lifespan, and according to health determinants such as one's gender and culture. Students in this course will learn about maternal child health, the in utero environment, child development issues, adolescent health, the development of chronic conditions in adult life, carer roles and health, issues for women in the middle years and health issues facing older people, including disability and dementia. Students will learn about health promotion needs and opportunities across the lifespan and measuring mental and physical health across the lifespan.

PUBH2015 Mental Health, Alcohol and Other Drugs – Specialisation (Core)

Mental health problems and disorders contribute significantly to the burden of disease; unipolar depression is now the second leading cause of disability worldwide. Mental health disorders and problems with alcohol and other drugs are closely intertwined and linked to the social determinants of health such as gendered violence. In this course, students will learn about the main types of mental health and AOD issues and their prevalence, comorbidity between mental health and alcohol and other drugs, Australia's mental health policy and service system and AOD policies. Students will learn how to analyse data on mental health and AOD, health promotion and prevention for mental health problems and AOD, socio-economic determinants of mental health and AOD and the association between mental health, AOD and family and interpersonal violence. Students will also learn about the strong relationship between mental health and physical health.

PUBH2006 Health Systems, Healthcare Financing and Economics – Specialisation (Core)

A knowledge and understanding of the Australian health care system and how it compares with the organisation of health care in other countries is fundamental for the public health professional. In this course students learn about the key building blocks of a health care system, including health service delivery, health workforce, health information, medicines, vaccines and technologies, health financing and governance (including community involvement). Students learn about the Australian health care system and health care financing in a global context including an overview of the principles of universal health coverage, mechanisms of health care reimbursement (both private and public) in Australia, principles of health economics and health outcomes (measuring health and wellbeing). Students learn about health system integration across levels of the health sector (primary, secondary and tertiary care services). Health workforce issues are also covered as health systems need to balance human resources, physical capital and consumables in order to function equitably and efficiently.

PUBH2007 Public Health Program Development, Implementation and Evaluation – Specialisation (Core)

Relevant, accessible, effective and equitable health programs that consistently deliver high quality outcomes are the cornerstone of public health service delivery. Public health program development and implementation skills covered in this course include needs assessment, setting health priorities, development of program objectives, conducting a risk analysis and consulting with relevant stakeholders and developing options, monitoring implementation, financial management and working to deadlines. This provides an introduction to evaluating public health programs, including formative, process, outcome, and impact evaluations. Students in this course will be required to conduct a needs assessment and prioritise findings, and develop an evaluation plan.

COMR 2004 Industry Placement – Specialisation (Core)

Students will undertake an industry placement to be arranged with a partner organisation. Projects will focus one of the following areas: 1) a critique of current practice (based upon health promotion frameworks or relevant theory) and development of alternatives; 2) undertaking a literature review on a given area and providing critical analysis; or, 3) developing a policy briefing and recommendations on a topic selected by the host organisation. The time commitment will be equivalent to one day per week over the trimester. Assessment will include a report from the host organisation, as well as a written report and oral presentation by the student.

STAT2000 Quantitative Analysis – Elective

Public health officials use quantitative research methods to describe health issues in populations and sub-populations, examine the extent and impact of a public health problem, and to evaluate the outcome of a health intervention. Students in this course will learn survey design and how to apply and interpret statistical data in a public health setting. The course covers use of descriptive methodologies, statistical inference and probability, analysis of variance, simple and linear regression, and survival analysis. Students in this course will use a statistical package such as SPSS. No prior knowledge of statistics is assumed.

SOC301A Qualitative Research Methods – Elective

Public health officials use qualitative research methods to probe the social aspects of public health such as people's experience of health and public health interventions or their interaction with health systems. Qualitative methods may be used for explorative research, to illuminate the findings of quantitative research or for program evaluation purposes. Students in this course will be introduced to the theoretical basis for qualitative research, methodology and methods. This includes case studies, ethnographic approaches, observation, interviews, focus groups and participative action research. Methods to ensure rigour in qualitative research, such as triangulation will be considered. Steps such as coding, theming, and analysis of qualitative research will be explored. Students in this course will have the opportunity to conduct a project using qualitative methods.

WEL301A Community Development – Elective

This subject introduces students to the theory, principles and skills of community development practice as a way of building capacity in community groups over the long term. The philosophical basis of community development as a method of social change and social action through building consensus, participation, advocacy and democracy are examined. Examples of innovative community development programs in public housing, Indigenous communities, disadvantaged areas and cultural communities are an important part of this subject, and guest lecturers from the field will provide practical examples of community development. In acknowledging the diversities and differences within communities, students consider the possibilities for collaboration, advocacy and strategic community planning in initiating action and change.

FHN201 Foundations of Human Nutrition – Elective

This subject provides students with fundamental nutrition knowledge through examining the relationship between food, nutrition and human health. Students will learn about macro and micro-nutrition, dietary guidelines, role of nutrition in metabolism, health maintenance and disease, nutrient rich food sources, and the specific nutritional requirements throughout the lifespan. Students will also learn how to identify and construct a healthy diet according to specific dietary guidelines, and know the impact of nutritional deficiency and excess as they relate to health and disease.

Locations

The Bachelor of Applied Public Health can be studied fully online or at the below Torrens University Campuses:

- South Australia (Adelaide)

Campus Facilities and Services

All campuses are designed to provide students with professional spaces in which to learn and work. They have been planned with student study needs in mind with well-equipped accessible learning spaces as well as student breakout areas for group work and spending time with friends.

Facilities and Services include: -
not in the template?

- ✓ The Customer Service Hub – our friendly and experienced staff can give help and advice about courses, your enrolment and campus life, including all services and activities on campus
- ✓ Counsellors are available for students to consult with on a range of personal issues
- ✓ Student wireless access throughout the Campus
- ✓ Student break-out and relaxed study spaces for group work

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- ✓ Student lounge areas – most with microwaves, fridge and kitchenette facilities
- ✓ The Learning Hub, home to the Learning Support Team, encompasses Learning Skills Advisors, Learning Technology Advisors, and Library & Learning Skills Officers. It provides an integrated, holistic support program for students throughout the study lifecycle within a library/collaborative study environment.
- ✓ Support and workshops with highly qualified staff in the areas of Academic skills, Library skills, and technology skills, both on campus and online
- ✓ Physical and digital resources relevant to studies, such as books, journals, multimedia, databases
- ✓ Self-check kiosks for library loans and print and copy facilities

A positive student experience

Torrens University Australia values the importance of a positive student experience, and therefore has robust processes to resolve student complaints. The Student Complaints Policy, and associated procedures, can be accessed from the [website \(https://www.torrens.edu.au/policies-and-forms\)](https://www.torrens.edu.au/policies-and-forms).

Paying for your qualification

We offer two payment options for this course:

- **Upfront payment**

If you want to complete your qualification debt-free you can choose to pay as you go. This means tuition fees will be invoiced each semester and payment is required on or before the due date using EFTPOS, credit card or direct transfer.

- **FEE-HELP**

FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold (\$45, 881 in 2019-20). Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.

Further information about FEE-HELP, including eligibility, is available at:

- FEE-HELP website:
<http://studyassist.gov.au/sites/studyassist/help-payingmyfees/fee-help/pages/fee-help->
- FEE-HELP booklets:
<http://studyassist.gov.au/sites/studyassist/helpfulresources/pages/publications>

Austudy and Abstudy

Students enrolled in this course may be eligible for government assistance, such as [Austudy](#) or [Abstudy](#).