Present:
Professor Susan Dilly (Chair)
Professor Omar Garcia-Obregon
Dr Theo Kreouzis
Professor Peter McOwan

Dr Alastair Owens
Professor Julia Shelton
Professor Olwyn Westwood

Dr Matthew Williamson
Oscar Williamson

In attendance:
Dr Katherine Bevan
Ken Chow
Professor Trisha Greenhalgh

Professor Joy Hinson
Dr Simon Joel
Dr James Lancaster

Dr Falco Pfalzgraf
Alana Lythgoe (Secretary)

Apologies:
Dr Warren Boutcher
Sam Brenton
Dr Martin Carrier

Professor Ray Croucher
Professor Elizabeth Davenport
Dr Henri Huijberts

Jane Pallant
Dr Martha Prevezer
Professor Anthony Warrens

Part 1 – Preliminary Items

2. Minutes of the Previous Meeting

TPB2011-019

2011:025 The Board considered and confirmed the minutes of the previous meeting held on Wednesday 23rd November 2011.

3. Matters Arising From the Previous Meeting

TPB2011-020

2011:026 The Board received a paper on the matters arising from the minutes of the previous meeting of Taught Programmes Board. It was noted that there were a number of actions still to be addressed.

Part 2 – For Discussion

4. Key Information Sets 2012/13

TPB2011-021

2011:027 The Board received a paper summarising recent progress in the area of Key Information Sets (KIS) since the November 2011 meeting. The following points were noted:

i. Data would be collected from Schools in two parts during a period between January to mid-February 2012. Part 1 requested information from Schools at a course level to determine whether a KIS dataset was required to be
published. With the exception of two Schools, the deadline for returning this information had been met. The process had generated a number of queries which had been resolved.

ii. Part 2 requested information at a modular level which would be used to calculate year of study data, such as the proportion of time spent in different learning and teaching activities and assessment types. The request had been circulated to all Schools with the exception of the MBBS. This approach was due to the different modular structure of the programme, which required careful consideration in relation to KIS parameters. It was anticipated that the data collection request would be circulated shortly, in consultation with the MBBS KIS contacts.

iii. The School of Geography had provided course and module level data as part of a pilot exercise. The pilot had revealed an issue in that the assessment method types, previously specified by Schools and captured on SIS, did not always map onto the assessment method categories defined by the QAA for the KIS return. Schools currently had some flexibility in defining assessment method categories, as complete granularity was not enforced in the SITS set-up to allow flexibility for pedagogical and discipline-specific reasons.

iv. However, the KIS process required assessments to be disaggregated according to QAA categories, and the Part 2 exercise would collect this data from Schools. There would be a need to ensure that module amendments processed following the Part 2 deadline met KIS requirements. The Board agreed that the schedule for making changes to programmes and modules for 2012 entry should be re-circulated to Schools. ARCS would also give further consideration as to whether proposal forms needed to be revised in light of KIS requirements.

   Action: KB and AL

v. On a related but different point, a request had been received to make changes to the programme withdrawal form. This was following a query about programmes withdrawals in EECS. It was agreed that this would be discussed further outside the meeting.

   Action: PM and KB

5. Integrated Masters Programmes

The Board received a paper reporting the outcome of a consultation to make changes to the regulations for integrated masters programmes, including some issues for further consideration and suggested recommendations. The following points were noted:

i. That there was support for the first two proposals: to amend the QM Academic Credit Framework to require 120 credits at level 7; and to amend the pass mark so that it was linked to the level of the module. It was agreed that it would be feasible to implement the new regulations for students starting the first developmental year of their programme in September 2012.

ii. Other than the comments from SBCS, there were no further views, at this time, regarding introducing common year weightings for the classification of integrated masters awards.
iii. The Board agreed with the proposal that students who started the Science and Engineering Foundation Programme combined route in September 2011, entering developmental year one of their programme in September 2012, should be subject to the new regulations. The applicability statement would be amended to reflect this.

iv. Students from partner organisations entering integrated masters programmes through articulation agreements would follow the regulations for the cohort that they joined. Students on these arrangements would sign up to the detail of the programme and academic regulations when they join the QMUL programme.

v. The MSci Environmental Science in Geography was due to start in September 2012, however there was the option for current students meeting the requirements to transfer onto the programme. The Board agreed that it would be preferable for the new regulations to apply in these instances, and that cases should be considered through the request for suspension of regulations process.

vi. Some Schools allowed undergraduate students to take level 7 modules as part of their bachelors degree. The Board discussed whether this practice should continue given that the pass mark would be linked to the level of module. It was noted that if it did, it would raise issues of parity for level 6 students choosing to take them should they fail. The Board agreed that Schools should have the option to allow students to study the content of modules that were currently at level 7; however they should be assessed at level 6 with commensurate learning outcomes and assessment methods. This would require Schools to create new versions of those modules at level 6 and it was agreed that this action should be clearly identified as a task in the implementation procedure.

vii. Students studying on the BUPT/QM Joint Programme, whilst not on an integrated masters programme, did take level 7 QM modules as part of their bachelors programme. This was to ensure that the programme had the technical content compatible with a Chinese degree. Joint Programme (JP) students also had the option to come to QMUL and take level 7 modules as part of their programme. These modules needed to remain in the programme with a 40% pass mark. The Board felt that it should be feasible to identify a solution to retain the content of these modules with the undergraduate pass mark. It was agreed that ARCS would liaise with the JP Director to identify a way forward.

viii. There was discussion about whether to embark on a review of the College Mark for a pass degree for integrated masters programmes, which currently sat in the undergraduate classification scheme as opposed to the postgraduate. It was suggested that progression hurdles were used to maintain higher standards and should students wish to receive a masters classification they would take a separate masters programme following a bachelors degree. The Board agreed not to pursue this issue further.

ix. The use of progression hurdles had also been recently raised in the context of student performance. The standard academic regulations simply required that students must pass a minimum number of credits each year to progress, however there were special regulations in place for integrated masters programmes in all Schools with the exception of Maths. There was some variability across and within Schools in the progression hurdles used.
The Board agreed that it was desirable to have a minimum progression requirement in place for all integrated masters programmes and that the rationale within Maths should be explored with a view to implementing a minimum.

xi. The Board agreed to recommend to Senate the proposal to amend the QM Academic Credit Framework to require 120 credits at level 7; and to amend the pass mark for postgraduate modules so that it is linked to the level of the module. This was subject to the caveats detailed in points vi and vii. A revised implementation plan and procedure would be circulated to all relevant Schools for action.

Action: AL and all relevant Schools

6. Programme and Module Proposals: signatures for forms

2011:029 At the November 2011 meeting of the Deans for Taught Programmes Group, it was agreed that the Head of School/Institute could delegate sign off for programme and module proposal forms to the Director of Taught Programmes, if desired. The Board ratified this proposal.

Action: ARCS


2011:030 The Board received a report from the Vice-Principal (Humanities and Social Sciences) on QMSE’s relationship with the University of London Institute in Paris (ULIP). The Board noted the progress made by Consortium partners to develop a strategy and business plan for the future of ULIP. A contract was being developed that would detail the facilities and services to be provided to support the delivery of the LLM programme. It was anticipated that this would be submitted to the February meeting of TPB.

Part 3 – Programme Proposals

Faculty of Humanities and Social Sciences

8. School of Language, Linguistics and Film

MA Language Teaching and nine associated module proposals

2011:031 The Board considered a Part 2 programme proposal for the MA Language Teaching and nine associated module proposals. The following points were noted:

i. The programme was designed to exploit the demand for a general language teaching qualification that would be recognised in the EU and beyond. It was intended to appeal to home and international students who wanted to study to teach any foreign language. It was proposed that the programme would provide a thorough theoretical foundation to students who wished to teach languages.

ii. The comments from the external adviser had duly been considered by the programme proposers. In particular it was recognised that there should be further practical elements to the programme, these would be built into modules as the programme evolved.
iii. In the ‘Teachers as Learners - Learners as Teachers’ module students would learn an additional language and receive a certificate for this module. It was clarified that this was not a credit-bearing certificate and would be administered within the School.

iv. The Board queried whether there would be any additional named awards with the MA that students could register on directly as the target award e.g. PGCert and PGDip. Whilst students would be able to exit the programme with a lower qualification should the circumstances arise, offering additional target awards were preferable from a student perspective. Should the programme proposers decide to offer dedicated entry routes they should specify the named awards and the curriculum structure in revised paperwork.

v. That attention should be paid to the documentation in the following areas:

- There was no applicable QAA benchmark statement; instead descriptors were available to inform curriculum design. The programme specification should be amended to reflect this.
- It should be made absolutely clear that the programme was different to a PGCE and was not recognised as such. It was noted that the programme team intend to look into the options for other kinds of professional accreditation/recognition in the future.
- The entry requirements for the programme should be amended to also include a degree in language education as an entry route.
- In addition, a number of other minor documentary issues were highlighted by the Board and would be followed up outside of the meeting.

vi. The Board approved the Part 2 programme proposal for the MA Language Teaching and nine associated module proposals, subject to the items detailed above in points iv-v. The School was required to submit a revised Programme Specification and Module Proposal forms. The revised documentation would be considered outside of the Board by Chair’s Action.

Action: SLLF / Chair

School of Medicine and Dentistry

9. Blizard Institute

BSc (Intercalated) Global Public Health and Primary Care and ten associated module proposals

TPB2011-026

2011:032 The Board considered a Part 2 programme proposal for the BSc (Intercalated) Global Public Health and Primary and Care and ten associated module proposals. The following points were noted:

i. That this programme had been developed alongside three postgraduate taught programmes; they were designed to be intellectually coherent interdisciplinary provision. It was intended that some core content would be shared between the undergraduate and postgraduate programmes; however the learning outcomes and assessment methods would be distinct according to the academic level of the module. The programme team was mindful of the potential risks in sharing content across levels. Adequate student support
would be put in place to ensure that the arrangement was weighted towards benefiting both levels of students. The team would also engage with ongoing student evaluations of the programmes to ensure this.

ii. The programme team had scrutinised every module to delineate the learning outcomes between level 6 and 7. The Board recognised this work, but advised about potentially underestimating level 6 outcomes as there was some variability across module assessment loads. It was accepted that the assessments had been designed to reflect the relative effort required from the differing content of modules.

iii. Whilst the minimum numbers of student registrations appeared low on some modules (due to undergraduate student number controls), there would be a critical mass as the teaching would be shared with postgraduate students.

iv. The Board discussed whether students taking the intercalated BSc should be allowed to go on and study one of the other Masters programmes in the suite. It was agreed that the programme team should set a rule and provide guidance in both sets of programme documentation.

v. It was queried whether the BDS should be mentioned in the programme specification under the entry requirements. In addition, some other minor issues were highlighted by the Board that would be followed up outside of the meeting.

vi. The Board **approved** the Part 2 programme proposal for the BSc (Intercalated) Global Public Health and Primary Care and ten associated module proposals, subject to the items detailed above in points iv-v. The Institute should submit a revised Programme Specification and Module Proposal forms. The revised documentation would be considered outside of the Board by Chair’s Action.

**Action: Bizard Institute / Chair**

<table>
<thead>
<tr>
<th>Part 4 – Programme Amendments</th>
<th>Paper</th>
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<tbody>
<tr>
<td><strong>School of Medicine and Dentistry</strong></td>
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<tr>
<td><strong>10. Barts Cancer Institute</strong></td>
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<tr>
<td>MSc Cancer Therapeutics</td>
<td>TPB2011-027</td>
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</tbody>
</table>

2011:033 The Board **considered** a programme amendment for the MSc Cancer Therapeutics to: extend the period of registration to up to 5 years for part time students; have 2 intakes per year (to include a new intake in January); and to allow students to register for a PGCert or PGDip as an alternative to a full MSc.

The following points were **noted**:

i. The programme was offered both on campus and in part time distance learning modes. The rationale for the proposed changes was the demand from students for flexible modes of study, where they could accommodate their professional development whilst undertaking clinical training elsewhere.

ii. That the request to extend the period of registration was not deemed to be a
concern because of the high quality of the students. It was clarified that the proposal was to offer the distance learning mode of the programme with a variable duration, which would be up to a maximum of five years.

iii. The Board agreed that a typical structure for the maximum period of registration should be defined for the distance learning modes of each named award. Where students would be expected to complete the taught element within three years and the dissertation in two for an MSc award, and the taught element within two years and three years for the PGCert and PGDip awards respectively.

iv. The Board discussed the rationale for introducing a January intake, and noted that it would be offered in a part time mode only. As the January intake would join the programme with an alternative order in their module diet, these students would be assessed for their suitability and previous experience. The Board agreed that the recommended module diet for students in the January part-time intake should be specified in an updated programme specification.

vii. The Board approved the programme amendment to the MSc Cancer Therapeutics subject to the items detailed above in points iii-iv. The Institute should submit a revised Programme Specification which would be considered outside of the Board by Chair’s Action.

Action: Institute of Cancer / Chair

**Part 5 – Academic Regulations**

**School of History**

11. MA History of Political Thought and Intellectual History (joint award with UCL)  
TPB2011-028
2011:034 The Board **considered and approved** a proposal to publish special regulations for 2012/13 for the collaborative programme.

**School of Law**

TPB2011-033
2011:035 The Board **considered and approved** a proposal to change the 2012 Postgraduate Laws regulations. It had also been agreed that the November meeting of Taught Programmes Board would be the annual point for QMUL approval of the Postgraduate Laws regulations going forward.

**Part 6 – Collaborative Provision**

12. **New Partner Due Diligence**

i. University of Western Australia – study abroad partnership  
TPB2011-029
2011:036 TPB **considered** the due diligence information regarding a proposal to form a new partnership with the University of Western Australia. It was agreed that no further
information was required on the good standing of the partner, and no risks were identified. The Board endorsed the proposal to establish a new partnership with the University of Western Australia.

ii. University of Illinois at Urbana – study abroad/exchange partnership

2011:037 TPB considered the due diligence information regarding a proposal to form a new partnership with the University of Illinois at Urbana. It was agreed that no further information was required on the good standing of the partner, and no risks were identified. The Board endorsed the proposal to establish a new partnership with the University of Illinois.

Part 6 – Report of Proposals Approved by Schools/Institutes to Note

<table>
<thead>
<tr>
<th>13. Programme Amendments</th>
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<tbody>
<tr>
<td>Module Proposals</td>
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<tr>
<td>Module Amendments</td>
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<tr>
<td>Module Withdrawals</td>
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2011:038 i. The Board noted a report of decisions made by Schools/Institutes of changes to their curricula for the period 03/11/2011 – 10/01/12. This comprised eight module amendments, three module proposals, sixteen module withdrawals, and eleven programme amendments.

ii. The Board also noted that the code assigned to a new SLLF module needed to be revised.

Secretary's Note: the School had been recorded incorrectly in the report. The code was correct and referred to a new module in the School of English and Drama.

Action: ARCS

Part 7 – Report from the Marketing, Recruitment and Admissions Group (MRAG) to Note

| 14. Programme Withdrawals |

2011:039 The Board noted that a decision had been taken by MRAG to approve the withdrawal of four programmes.

Part 8 – Other business

<table>
<thead>
<tr>
<th>15. Any other business</th>
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16. Dates of next meeting

2011:040 The meeting date of the Taught Programmes Board is Wednesday 29th February 2012 (1-3pm).

The deadline for papers for this meeting is Wednesday 8th February 2012.
Matters Arising Action Sheet

TPB 26th October 2011
TPB 23rd November 2011
TPB 31st January 2012

Key

- Completed (and approved)
- Outstanding

Action Points for Board Members

<table>
<thead>
<tr>
<th>Minute</th>
<th>Action Details</th>
<th>Progress / Comments</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>2010:215 / 2011:007 / 2011:028</td>
<td>Recommend to Senate the proposal regarding integrated masters programmes: to amend the QM Academic Credit Framework to require 120 credits at level 7; and to amend the pass mark for postgraduate modules so that it is linked to the level of the module. Liaise with the School of Mathematical Sciences regarding the use of progression hurdles, and the Director of the QM/BUPT JP regarding implementation of new regulations.</td>
<td>In progress – a recommendation will be considered at the March meeting of Senate. The revised implementation plan will be circulated to Schools for action.</td>
<td>All Schools in Science and Engineering and the School of Geography and ARCS</td>
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<tr>
<td>2011:017 [November TPB]</td>
<td>Further school/course-specific information including a draft template (based on KIS requirements) for data collection would be developed by Tuesday 13th December 2011. This would also detail how the information supplied for the KIS fitted together with existing data that was provided for the Student Information System (SIS) and for Taught Programmes Board.</td>
<td>In progress - course data collection exercise and module data collection have been requested.</td>
<td>ARCS</td>
</tr>
<tr>
<td>2011:027 [January TPB]</td>
<td>Re-circulate the schedule for making changes to programmes and modules for 2012 entry to Schools/Institutes</td>
<td>Complete</td>
<td>ARCS</td>
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<td></td>
<td>Consideration to be given to whether proposal forms need to be</td>
<td>Outstanding</td>
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revised in light of KIS requirements

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsibility</th>
<th>Programme Organiser</th>
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<tbody>
<tr>
<td>2011:023</td>
<td>A report on the proposed new marking scheme for Study Abroad programmes would be submitted to TPB to ensure that the process would operate effectively.</td>
<td></td>
<td>Outstanding</td>
<td>SLLF</td>
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<tr>
<td>[November TPB]</td>
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<tr>
<td>2011:027</td>
<td>Further discussion on the programme withdrawal form and process.</td>
<td></td>
<td>Outstanding</td>
<td>ARCS and PM</td>
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<tr>
<td>[January TPB]</td>
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### Programmes

#### Programme Proposals

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<th>Minute</th>
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<tbody>
<tr>
<td>2010:134</td>
<td>MSc Digital Signal Processing (University of London) (Part 2) MSc Digital Music Technology (University of London) (Part 2)</td>
<td>Further information was requested regarding the nature of the collaboration between Queen Mary and the University of London’s International Academy. This information should be submitted to the next meeting of PMAB on the 25th May.</td>
<td>Outstanding</td>
<td>SEECS</td>
<td>Jane Reid</td>
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<tr>
<td>[April PMAB]</td>
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<td>2010:243</td>
<td>MA English Studies (Part 2) and 1 associated module proposal</td>
<td>Revisions to the current training elements associated with the MA English Studies programme and their incorporation into existing core modules would be considered by the Board mid-way through 2011/12.</td>
<td>Outstanding (to be submitted mid-way through 2011/12)</td>
<td>School of English and Drama</td>
<td>Chris Reid</td>
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<tr>
<td>[July PMAB]</td>
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<td>2010:246</td>
<td>Master of Public Administration (Part 1)</td>
<td>The proposed non-standard fees required clarification and approval from Costing and Pricing Group.</td>
<td>Outstanding</td>
<td>School of Economics and Finance</td>
<td>George Kapetanios</td>
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<tr>
<td>[July PMAB]</td>
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A joint working statement between the School
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<th>Minute</th>
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<th>Programme Organiser</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>of Economics and Finance the School of Politics and International Relations should be provided to clarify the responsibilities of the respective schools. This should be articulated within the Part 2 submission.</td>
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<tr>
<td>2010:248</td>
<td>MSc International Primary Health Care, FT/PT/DL (Part 1)</td>
<td>The differentiation between the three programmes should be detailed in the Part 2 submissions.</td>
<td>The decision to offer both a Postgraduate Diploma and Postgraduate Certificate for all three programmes should be made clear within the following Part 2 Submissions.</td>
<td>Blizard Institute</td>
<td>Trisha Greenhalgh</td>
</tr>
<tr>
<td>[July PMAB]</td>
<td>MSc International Public Health, FT/PT/DL (Part 1)</td>
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<td></td>
<td>MSc Health Systems and Global Policy, FT/PT/DL (Part 1)</td>
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<tr>
<td>2011:020</td>
<td>LLM Paris (Part 2) and 24 associated module proposals</td>
<td>A revised Programme Specification and Module Proposal forms should be submitted taking into account the following:</td>
<td>Outstanding–MoA for LLM Paris under development</td>
<td>CCLS</td>
<td>Gabriel Gari</td>
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<tr>
<td>[November TPB]</td>
<td></td>
<td>* The IELTS score of 7 should be made clear within the Programme Specification.</td>
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<tr>
<td></td>
<td></td>
<td>* The Programme Specification should</td>
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</table>
be revisited and amended to ensure that it was appropriately tailored towards students. Currently, there were certain sections, such as the programme structure section that were more tailored towards academic and professional staff. A number of other minor documentary issues were highlighted by the Board and would be followed up outside of the meeting.

- Documentation relating to the partnership arrangements with ULIP was required to formally detail the resources and support that would be provided for the programme. This documentation should come to the January meeting of TPB.
- The learning outcomes for the modules detailed below would benefit from enhancement to reflect level 7 learning outcomes:
  a. Banking Law I (International and Comparative Banking Regulation)
  b. Banking Law II (Banking Services Law)
  c. Ethics in Business and Finance
  d. Legal Aspects of International Finance I (Syndicated Lending)
  e. Legal Aspects of International Finance II (Securitisation and Bonds)

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<thead>
<tr>
<th>Minute</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2011:031</td>
<td>MA Language Teaching and nine</td>
<td>A revised programme specification, part 2 programme proposal form, and module</td>
<td>Complete</td>
<td>SLLF</td>
<td>Dr Falco Pfalzgraf</td>
</tr>
<tr>
<td>Minute</td>
<td>Programme Details</td>
<td>Action</td>
<td>Progress / Comments</td>
<td>Responsibility</td>
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</table>
| [January TPB]          | associated module proposals (Part 2)                                              | proposal forms should be submitted to take into account the following:  
  - That there is no applicable QAA benchmark statement; descriptors are used instead.  
  - Clearly specifying that the programme is different to a PGCE and is not recognised as such.  
  - Amended entry requirements.  
  - A number of other minor documentary issues                                                                                      |                     |                         |                       |
| 2011:032               | BSc (Intercalated) Global Public Health and Primary Care and ten associated module proposals (Part 2) | A revised programme specification and module proposal forms should be submitted to take into account the following:  
  - Rules regarding admission to the MSc programmes in the same suit of programmes  
  - Reference to the BDS in entry requirements  
  - A number of other minor documentary issues                                                                                     | Outstanding         | Blizard Institute       | Dr James Lancaster    |
| [January TPB]          | BSc (Intercalated) Global Public Health and Primary Care and ten associated module proposals (Part 2) |                                                                                                                                        |                     |                         |                       |

**Programme Amendments**

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<th>Minute</th>
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<th>Responsibility</th>
<th>Programme Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011:022</td>
<td>MClinDent Programmes</td>
<td>A Memoranda of Understanding/Agreement (MoU/A) would be developed with a Royal College of Surgeons to formalise the partnership for the programmes.</td>
<td>In progress – an alternative proposal to covert the associate year training into PGDips has been approved at Part 1</td>
<td>Institute of Dentistry / ARCS</td>
<td>Professor Ray Croucher</td>
</tr>
<tr>
<td>[November TPB]</td>
<td></td>
<td>The School of Medicine and Dentistry Postgraduate Education Board might wish to examine other courses and identify any issues with regards to the status of awards.</td>
<td>Outstanding</td>
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### Modules

#### Module Proposals

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<tr>
<th>Minute</th>
<th>Module Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsibility</th>
<th>Programme Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011:033</td>
<td>MSc Cancer Therapeutics</td>
<td>A revised programme specification should be submitted to take into account the following:</td>
<td></td>
<td>Institute of Cancer</td>
<td>Dr Simon Joel</td>
</tr>
<tr>
<td>[January TPB]</td>
<td></td>
<td>- Defining a typical modular structure for the distance learning variable mode PGCert, PGDip and MSc awards.</td>
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<td>- Defining a recommended module diet for students in the January part-time intake.</td>
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<tr>
<td>2010:261</td>
<td>Semester Abroad – Portuguese Erasmus Study Placement</td>
<td>The specified assessment for the module did not equate to 100% and this required attention.</td>
<td></td>
<td>Languages, Linguistics and Film</td>
<td>TBC</td>
</tr>
<tr>
<td>[July PMAB]</td>
<td></td>
<td>The proposal stated that standard reassessment would be used and therefore students would not be reassessed abroad and this was out of line with other courses within the School of Languages, Linguistics and Film. This required further consideration.</td>
<td></td>
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Outstanding
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Part 2 Programme Proposals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>Blizard Institute</td>
</tr>
</tbody>
</table>
| **Title of Proposal(s) being considered** | ▪ Covering Note  
▪ MSc International Primary Health Care (FT and PT)  
▪ MSc Global Public Health and Policy (FT and PT)  
▪ MSc Health Systems and Global Policy (FT and PT)  
▪ Joint Working Statement  
▪ Joint Working Statement with Tavistock and Portman NHS Foundation Trust  
▪ 18 module proposals:  
  - Epidemiology and statistics  
  - Health, illness and society  
  - Health inequalities & social determinants of health  
  - Health systems, economics, and policy  
  - Primary health care: theory and practice  
  - Social determinants of health: ecological approaches  
  - Globalisation and health care reform  
  - Patients, quality, and safety  
  - Globalisation and contemporary medical ethics  
  - Research appraisal & synthesis  
  - Migration and health  
  - Human rights and public health  
  - Intellectual property, medicine, and health care  
  - Managing innovation and change in health systems: policy and practice  
  - Narrative medicine in clinical practice: patients, families and teams  
  - Dissertation, MSc international primary health care  
  - Dissertation, MSc global public health and policy  
  - Dissertation, MSc health systems and global policy |
<p>| <strong>Outcome requested</strong> | Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer. |</p>
<table>
<thead>
<tr>
<th>Potential issues identified and comments on the proposal(s) from Academic Secretariat</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ The programme team have addressed the feedback received from PMAB at the Part 1 approval stage. It is noted that the programme aims and objectives have been articulated to present the differentiation between the three programmes, and that the package could have been presented as one overarching programme with pathways. TPB may wish to discuss this further. All three named award share the same four core modules, which each programme having one discrete compulsory module to differentiate them.</td>
</tr>
</tbody>
</table>

| ▪ There is a thorough and rigorous Joint Working Statement for the programme and a separate statement with the Tavistock and Portman NHS Trust, which will deliver one placement module. The Joint Working Statement refers to delivery in variable mode, however this does not appear to be reflected elsewhere in the paperwork, could this be clarified? |

Programme Specifications: MSc International Primary Health Care, MSc Global Public Health and Policy, MSc Health Systems and Global Policy

| ▪ The statement regarding Annual Programme Monitoring requires some updating to reflect the new Taught Programmes Action Plan. This information can be provided by the Academic Secretariat. |

Module Proposal Forms

| ▪ A number of modules have shared content and teaching with the BSc (intercalated) programme, the learning outcomes have been differentiated. |
Proposed MSc programmes in international health

- MSc, international primary health care
- MSc, global public health policy
- MSc, health systems and global policy

1 Response to PMAB, July 2010

At its July 2010 meeting, the board requested that

a The differentiation between the programmes should be presented

The programme aims and objectives and other details have been addressed on the programme proposal forms and part 2 forms, so as to make the differences clear. However, it should be noted that the programmes, and Global public health and policy and Health systems and global policy in particular, share a common philosophy and consciously bring together the issues of primary care, public health, and public policy. The programmes could be construed as pathways rather than separate programmes. During recruitment, students are advised of conceptual differences, and of different emphases, but are also advised that they are recruited as part of a single cohort and that they can focus their studies on areas of interest in agreement with their academic adviser.

b A joint working statement should clarify the responsibilities of the respective schools.

A joint working statement has been appended to the part 2 forms

c The decision to offer both a Postgraduate Diploma and Postgraduate Certificate for all three programmes should be made clear.

The full range of MSc, PGDip, and PGCert is now clear on the part 2 forms for each of the three programmes.

2 Changes made to the programmes since part 1 submission

a Title of programmes

International public health has become Global public health and policy

b Mode

The decision has been taken not to offer distance learning for 2012-13. Proposals for distance learning will be presented to the board in due course.

c Modules

i The following modules have been removed

- Globalisation and the political economy of health
- Trade, aid, and health
The following module titles have been amended

- Advanced social determinants of health – now: *Social determinants of health: ecological approaches*
- Health system reform and planning – now: *Globalisation and health care reform*
- Migration and health – now: *Migration, culture and health*
- Contemporary medical ethics: norms, sanctions, institutions, and discourses – now: *Globalisation and contemporary medical ethics*

The following modules have been added

- Research appraisal and synthesis
- Narrative medicine in clinical practice: patients, families and teams

Fees have now been approved as

- UK/EU £6,000 full time, £3,000 part time
- Overseas £10,000 full time, £5,000 part time

### 3 List of documents

- Cover note to TPB
- Programme specification, MSc international primary health care
- Part 2 proposal, MSc international primary health care, full time
- Part 2, MSc international primary health care, part time
- Programme specification, MSc global public health and policy
- Part 2, MSc global public health and policy, full time
- Part 2, MSc global public health and policy, part time
- Programme specification, MSc health systems and global policy
- Part 2, MSc health systems and global policy, full time
- Part 2, MSc health systems and global policy, part time
- Joint working statement
- Module proposal - Epidemiology and statistics
- Module proposal - Health, illness and society
- Module proposal - Health inequalities & social determinants of health
- Module proposal - Health systems, economics, and policy
- Module proposal - Primary health care: theory and practice
- Module proposal - Social determinants of health: ecological approaches
- Module proposal - Globalisation and health care reform
- Module proposal - Patients, quality, and safety
- Module proposal - Globalisation and contemporary medical ethics
- Module proposal - Research appraisal & synthesis
- Module proposal - Migration and health
- Module proposal - Human rights and public health
- Module proposal - Intellectual property, pharmaceuticals, and health care [to follow]
- Module proposal - Managing innovation and change in health systems: policy and practice
- Module proposal - Narrative medicine in clinical practice: patients, families and teams
- Supplementary note - Narrative medicine
xxviii Joint working statement with Tavistock
xxix Module proposal - Dissertation, MSc international primary health care
xxx Module proposal - Dissertation, MSc global public health and policy
xxxi Module proposal - Dissertation, MSc health systems and global policy
xxxii External adviser’s comments
xxxiii Response to external adviser’s comments

Prof Trish Greenhalgh
Prof Allyson Pollock

14 February 2012
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

<table>
<thead>
<tr>
<th>Proposed Programme Title</th>
<th>Programme Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>International primary health care</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Full Time</td>
<td>1 Calendar Year</td>
</tr>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
<td>Full Time (Academic Year)</td>
<td>1 Academic Year</td>
</tr>
<tr>
<td>Postgraduate Certificate (PG Cert)</td>
<td>Full Time</td>
<td>1 Semester</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Proposed Start Date</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>September 2012</td>
<td></td>
</tr>
</tbody>
</table>

Programme Organiser: Prof Trish Greenhalgh

Does this programme contain a foundation year or any pre-sessional activity? No

1) Programme Management

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery

N/A
b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

A joint working statement is attached.

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

All written assignments are to be submitted electronically by the student for entry into plagiarism detection software (expected to be turnitin). Staff will also be expected to be aware of plagiarism when marking. It should be noted that students will be invited to submit a non-assessed essay at the programme for substantial feedback on assignment writing. This will include showing them their turnitin score and how it was arrived at.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

Dr John Launer
Associate dean, London Deanery, London Department of Postgraduate Medical Education
Senior clinical lecturer & honorary consultant in general practice & primary care, Child and Family Department, Tavistock Clinic

4) Distance Learning Programmes (if applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

N/A

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules clarify whether this is a new or existing SEB. For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
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<tr>
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6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

Name & Title of External Adviser: Prof Rosalind Raine
Current Post & Institution / Organisation: Chair of Health Sciences Research, UCL
Address for Correspondence (and email): r.raine@ucl.ac.uk
Epidemiology and Public Health, 1-19 Torrington Place, London. WC1H 7HB

7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

To follow
The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

> Has a Programme Specification been completed and submitted with the Part 2?  
Yes

> Have module proposal forms for each new module been submitted with the Part 2?  
Yes

> Is there evidence of support from at least one external adviser?  
No

> Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended?  
N/A

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

> Has a draft Memorandum of Agreement been completed and submitted with the Part 2?  
Yes

> Has supplementary information on the management of the partnership been submitted with the Part 2?  
Yes

> Have any special regulations been submitted with the Part 2 (where relevant)?  
N/A

Approval of Part 2 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Mike Curtis  
Digitally signed by Mike Curtis  
DN: cn=Mike Curtis, o=Queen Mary, ou=Wilford Institute of Cell and Molecular Science,  
email=m.a.curtis@qmul.ac.uk, c=GB  
Date: 2012.02.10 13:02:40 Z

Spyros Maniatis  
Digitally signed by Spyros Maniatis  
DN: cn=Spyros Maniatis, o=Queen Mary, ou=Centre for Commercial Law Studies,  
email=m.a.maniatis@qmul.ac.uk, c=GB  
Date: 2012.02.11 10:36:53 Z

Martin Laffin  
Digitally signed by Martin Laffin  
DN: cn=Martin Laffin, o=Queen Mary University of London, ou=School of Business and Management,  
email=m.laffin@qmul.ac.uk, c=GB  
Date: 2012.02.13 11:21:37 Z

Head(s) of supporting School

Ruediger Goerner  
Digitally signed by Ruediger Goerner  
DN: cn=Ruediger Goerner, o=Queen Mary, ou=School of Languages, Linguistics and Film,  
email=r.goerner@qmul.ac.uk, c=GB  
Date: 2012.02.13 12:26:04 Z

Peter Alldridge  
Digitally signed by Peter Alldridge  
DN: cn=Peter Alldridge, o=Queen Mary University of London, ou=School of Law,  
email=p.w.alldridge@qmul.ac.uk, c=GB  
Reason: I am approving this document  
Date: 2012.02.14 09:11:01 Z

Head(s) of supporting School

Digitally signed by Martin Laffin  
DN: cn=Martin Laffin, o=Queen Mary University of London, ou=School of Business and Management,  
email=m.laffin@qmul.ac.uk, c=GB  
Date: 2012.02.13 11:21:37 Z

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Taught Programmes Board

Chair of Taught Programmes Board
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Proposed Start Date: September 2012

Programme Organiser: Prof Trish Greenhalgh

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<th>Prof Rosalind Raine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation</td>
<td>Chair of Health Sciences Research, UCL</td>
</tr>
<tr>
<td>Address for Correspondence (and email)</td>
<td><a href="mailto:r.raine@ucl.ac.uk">r.raine@ucl.ac.uk</a> Epidemiology and Public Health, 1-19 Torrington Place, London. WC1H 7HB</td>
</tr>
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<tbody>
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<tr>
<td>Peter Alldridge</td>
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<td>Digitally signed by Peter Alldridge</td>
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</table>

TPB2011-035
Programme Title: MSc, international primary health care

Programme Specification

<table>
<thead>
<tr>
<th>Awarding Body/Institution</th>
<th>Queen Mary, University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>Queen Mary, University of London</td>
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<tr>
<td>Name of Final Award and Programme Title</td>
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</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td>PG Cert; PG Dip</td>
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<tr>
<td>Duration of Study / Period of Registration</td>
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<tr>
<td>QM Programme Code / UCAS Code(s)</td>
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<td>QAA Benchmark Group</td>
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<td>FHEQ Level of Award</td>
<td>Level 7</td>
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<td>Programme Accredited by</td>
<td></td>
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<tr>
<td>Date Programme Specification Approved</td>
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</tr>
<tr>
<td>Responsible School / Institute</td>
<td>Blizard Institute of Cell and Molecular Science</td>
</tr>
</tbody>
</table>

Schools which will also be involved in teaching part of the programme

- Centre for Commercial Law Studies
- School of Geography
- School of Law
- School of Business & Management
- School of Languages, Linguistics & Film

Institution(s) other than Queen Mary that will provide some teaching for the programme

Tavistock and Portman NHS Foundation Trust

Programme Outline

The vision of this programme is to build a vibrant inter-professional and interdisciplinary learning community of primary care practitioners who will work together under the guidance of expert tutors to explore how the principles and practice of effective primary health care may be achieved in different countries, health care systems, and local settings.

Aimed at doctors, nurses, allied health professions, policy makers, and managers working in a public health, primary care, or health policy setting throughout the world, it will promote high quality research, teaching, and service development in these
Programme Title: MSc, international primary health care

areas in an international context.

High quality primary health care and public health systems form the cornerstone of an efficient, effective, and equitable health system. Many countries (whether low-, middle- or high-income) are seeking to shift from a secondary care led, disease-oriented and ‘reactive’ healthcare system to one characterised by a strong primary care sector offering ‘proactive’, whole-patient care through measures such as patient education, prevention, early diagnosis, support for self-care, risk factor and chronic disease management, and systematic gate-keeping to the secondary care sector.

This vision for developing public health and primary care is widely held (eg, it is prominent in World Health Organization strategic plans and is a strong theme in the new healthcare strategy in the USA), but it depends critically on capacity-building to produce the research leaders, educators, policy-makers and change agents who are integral to this process.

Through the knowledge and analytic skills they have gained, students can address the challenges facing primary care across a range of contexts. Their ability to plan and develop services and advocate for them will be greatly enhanced, and their effectiveness in delivering health care and public services will be increased. Strong emphasis is placed on research methods and analytic techniques for practical application or further research, and research methods are integrated into many modules.

Primary health care is a highly applied discipline which draws on numerous primary disciplines (eg, biomedicine, psychology, sociology, anthropology, health service management, epidemiology, statistics and analytical modelling, health services research).

The interdisciplinary programme will be led the Centre for Primary Care & Public Health in collaboration with the Centre for Commercial Law Studies, the departments of Geography and Law, and the schools of Business & Management and Languages, Linguistics & Film.

Aims of the Programme

Students will have the skills and knowledge to work in different aspects of primary health care in a global context. Other students from this programme will have the research skills to go straight to a PhD in a related subject. It is hoped and expected that some of the graduates of the programme will stay on to study for a PhD in the Centre for Primary Care & Public Health. Other students will be equipped to take up posts requiring good research skills.

Research methods will be integrated into core modules (apart from epidemiology and statistics), by presenting, at the start of each module, an account of selected methodological issues and challenges requiring students to gather and synthesise information about a particular method relevant to that module, which they will be examined on towards the end of the module.

Aims:
• Access, understand and apply research evidence;
• Develop, evaluate, and maintain effective and appropriate health services for populations;
• Teach and support others by developing training courses and academic programmes; and
• Identify and meet their lifelong learning needs.

What Will You Be Expected to Achieve?

Students who successfully complete the programme will return to primary care with a global perspective and equipped to enhance capacity and work effectively in multi-disciplinary teams on behalf of their patients and local populations.

Academic Content:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A1</td>
<td>Nature and scope of primary care in a range of cultures and contexts</td>
</tr>
<tr>
<td>A2</td>
<td>Principles of research as applied to primary care</td>
</tr>
<tr>
<td>A3</td>
<td>Principles of health service and health system development</td>
</tr>
</tbody>
</table>

Queen Mary University of London
Disciplinary Skills - able to:

B1 Apply epidemiological, public health, legal, anthropological, geographical, and political and social science perspectives to primary health care questions

B2 Evaluate and critique current practices in primary health care and propose alternative approaches

B3 Synthesise arguments and information from different disciplines so as to solve problems and propose new approaches in primary health care and international health settings

B4 Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice

Attributes:

C1 Retrieve, sort, store, index and classify information from a variety of sources including electronic databases

C2 Structure and communicate ideas to a high standard verbally, online and in written work

C3 Facilitate, summarise and archive the work of a multidisciplinary discussion group in either face to face or online settings

How Will You Learn?

Each topic will be taught using a range of methods, varying according to the subject and learning objectives of the module. All modules will include lectures, small group tutorials, and independent study. Most modules will follow a format of structured preparatory work (reading and reflection exercises), a weekly interactive lecture, a two-hour small group seminar, and topic discussions by email. Visiting speakers will describe research, clinical or service development work in different countries and settings. Some modules will focus on key ‘grey literature’ reports such as those produced by the World Health Organization. Data analysis sessions will include introduction to real datasets such as those from local or national public health observatories.

How Will You Be Assessed?

Different modules will be assessed differently, depending on the learning objectives. Assessment methods will include a traditional examination (with essays or short answer questions), tutor-marked assignments (typically, a 3,000-word structured essay), presentations, and a 15,000-word dissertation.
How is the Programme Structured?

Students studying for the MSc will complete eight 15 credit modules and a 60 credit dissertation. They will take four core modules, one specialist module, and three elective modules.

Full time MSc students
In the first semester, full time MSc students will focus on developing the key concepts and research methods and analysis for understanding the health of populations, the sociology and anthropology of health and illness, social determinants of health, health systems, and global health policy.

In the second semester, students will take the specialist and elective modules

They will undertake some preliminary work and training for the 15,000 word dissertation in the first and second semesters, and will carry out its preparation and completion in the third semester.

Relevant research methods will be integrated into the teaching for each module so that methods are learned alongside the key topics.

The following core modules will be covered in the first semester:
• Epidemiology and statistics
• Health, illness and society
• Health inequalities and social determinants of health
• Health systems, economics, and policy

The following specialist module will be covered in the second semester:
• Primary health care: theory and practice

plus three from:
• Social determinants of health: ecological approaches
• Globalisation and health care reform
• Globalisation and contemporary medical ethics
• Research appraisal and synthesis
• Migration, culture and health
• Patients, quality, and safety
• Human rights and public health
• Intellectual property, pharmaceuticals, and health care
• Managing innovation and change in health systems: policy and practice
• Narrative medicine in clinical practice: patients, families and teams

Part time MSc students
Two-year part time MSc students will take four modules in the first year and four modules in the second year. They will submit their dissertation at the end of the second year.

In the first semester of the first year, and the first semester of the second year, they will focus on developing the key concepts and research methods and analysis for understanding the health of populations, the sociology and anthropology of health and illness, social determinants of health, health systems, and global health policy.

In the second semesters they will take the specialist and elective modules.

They will undertake some preliminary work and training for the 15,000 word dissertation in the first and second semesters of the second year, and will carry out its preparation and completion in the third semester of that year.

Relevant research methods will be integrated into the teaching for each module so that methods are learned alongside the key topics.

The following core modules will be covered in the first semesters (two per semester):
• Epidemiology and statistics
Programme Title: MSc, international primary health care

- Health, illness and society
- Health inequalities and social determinants of health
- Health systems, economics, and policy

The following specialist module will be covered in the second semester in the first or second year:
- Primary health care: theory and practice

plus three from:
- Social determinants of health: ecological approaches
- Globalisation and health care reform
- Globalisation and contemporary medical ethics
- Research appraisal and synthesis
- Migration, culture and health
- Patients, quality, and safety
- Human rights and public health
- Intellectual property, pharmaceuticals, and health care
- Managing innovation and change in health systems: policy and practice
- Narrative medicine in clinical practice: patients, families and teams

The year in which specialist and elective modules are taken depends upon which core modules have been covered.

PG Dip students
Full time and part time PG Dip students will follow the same structure as MSc students, completing eight modules as above, except that they will not undertake a dissertation in the third semester, but will exit the degree with 120 credits.

PG Cert students
Full time and part time PG Cert students will follow the same structure as PG Dip students, but will successfully complete only four modules, and will exit the degree with 60 credits. The modules to be taken and the point of exit will be discussed with the academic adviser.

Academic Year of Study 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Epidemiology and statistics</td>
<td></td>
<td>15</td>
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<td>Primary health care: theory and practice</td>
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<tr>
<td>Social determinants of health: ecological approaches</td>
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<td>Semester 2</td>
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Programme Title: MSc, international primary health care

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What Are the Entry Requirements?

Upper second class honours degree, or the equivalent, eg, US GPA 3.4, in an appropriate subject from a university or other institution acceptable to QMUL
IELTS 7.0, IBTOEFL 100, or equivalent
Good personal statement
One year’s experience in primary health care

How Do We Listen and Act on Your Feedback?

The Blizard Institute staff-student liaison committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the NSS and module evaluations.
Programme Title: MSc, international primary health care

In addition to the above, it is envisaged that in addition there will be staff-student liaison committee to discuss the international health MSc and BSc programmes, with student representatives chosen by the students themselves, including both MSc and BSc students, and a range of staff.

The Centre is currently establishing a programme management board, and this will include a student representative.

For each module, there will be student evaluation forms which will be analysed and discussed by staff, and which will feed into module and programme development.

Alongside these formal processes, students will have regular meetings with their academic advisor. Students will be encouraged to raise any concerns at these meetings.

Academic Support

The team running the programme has experience of postgraduate teaching. All students will meet their academic adviser at the start of the programme and will be expected to meet regularly. Progress through the programme, for instance via elective and dissertation choices, will be made in discussion with the academic adviser. Students will be allocated a dissertation supervisor relevant to their topic.

Programme-specific Rules and Facts

N/A

Specific Support for Disabled Students

Where necessary guidance will be followed and advice sought from the QM Disability and Dyslexia Service

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students’ Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one “study skills” tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

N/A - but work is ongoing to establish these.
Programme Title:  MSc, international primary health care

<table>
<thead>
<tr>
<th><strong>Programme Specification Approval</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person completing Programme Specification</strong></td>
</tr>
<tr>
<td><strong>Person responsible for management of programme</strong></td>
</tr>
<tr>
<td><strong>Date Programme Specification produced/amended by School Learning and Teaching Committee</strong></td>
</tr>
<tr>
<td><strong>Date Programme Specification approved by Taught Programmes Board</strong></td>
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</table>
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

Proposed Programme Title: Global public health and policy

Programme Qualification | Mode of study | Programme Duration
--- | --- | ---
Master of Science (MSc) | Full Time | 1 Calendar Year
Postgraduate Diploma (PG Dip) | Full Time (Academic Year) | 1 Academic Year
Postgraduate Certificate (PG Cert) | Full Time | 1 Semester

Proposed Start Date: September 2012

Programme Organiser: Prof Allyson Pollock

Does this programme contain a foundation year or any pre-sessional activity? Yes

1) Programme Management

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery
b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

A joint working statement is attached.

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

All written assignments are to be submitted electronically by the student for entry into plagiarism detection software (expected to be turnitin). Staff will also be expected to be aware of plagiarism when marking. It should be noted that students will be invited to submit a non-assessed essay at the programme for substantial feedback on assignment writing. This will include showing them their turnitin score and how it was arrived at.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

Dr John Launer
Associate dean, London Deanery, London Department of Postgraduate Medical Education
Senior clinical lecturer & honorary consultant in general practice & primary care, Child and Family Department, Tavistock Clinic

4) Distance Learning Programmes (if applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

N/A

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules clarifying whether this is a new or existing SEB. For further information please contact Simon Hayter.

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Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme (s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

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</tr>
<tr>
<td>Address for Correspondence (and email)</td>
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</tr>
<tr>
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7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.
The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? Yes
- Have module proposal forms for each new module been submitted with the Part 2? Yes
- Is there evidence of support from at least one external adviser? No
- Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? N/A

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2? Yes
- Has supplementary information on the management of the partnership been submitted with the Part 2? Yes
- Have any special regulations been submitted with the Part 2 (where relevant)? N/A

Approval of Part 2 Programme Proposal

The signature of the Heads of School_INstitute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Mike Curtis
Spyros Maniatis
Martin Laffin

Head(s) of supporting School

Ruediger Goerner
Spyros Maniatis
Martin Laffin

Head(s) of supporting School

Peter Alldridge
Ruediger Goerner
Martin Laffin

Digitally signed by Mike Curtis
Digitally signed by Spyros Maniatis
Digitally signed by Martin Laffin

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DN: cn=Spyros Maniatis, o=Queen Mary, ou=Centre for Commercial Law Studies, email=s.m.maniatis@qmul.ac.uk, c=GB
DN: cn=Martin Laffin, o=Queen Mary University of London, ou=School of Business and Management, email=m.laffin@qmul.ac.uk, c=GB

Date: 2012.02.10 12:59:42 Z
Date: 2012.02.11 10:36:02 Z
Date: 2012.02.13 11:18:09 Z

Digitally signed by Ruediger Goerner
Digitally signed by Spyros Maniatis
Digitally signed by Martin Laffin

DN: cn=Ruediger Goerner, o=Queen Mary, ou=School of Languages, Linguistics and Film, email=r.goerner@qmul.ac.uk, c=GB
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DN: cn=Martin Laffin, o=Queen Mary University of London, ou=School of Business and Management, email=m.laffin@qmul.ac.uk, c=GB

Date: 2012.02.13 12:24:01 Z
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Date: 2012.02.13 11:18:09 Z

Digitally signed by Miles Ogborn
Digitally signed by Peter Alldridge

DN: cn=Miles Ogborn, o=Queen Mary University of London, ou=School of Geography, email=m.j.ogborn@qmul.ac.uk, c=GB
DN: cn=Peter Alldridge, c=GB, o=Queen Mary UoL, ou=Law Department, email=p.w.alldridge@qmul.ac.uk

Reason: I am approving this document

Date: 2012.02.14 09:09:28 Z
Chair of Taught Programmes Board
Part 2 Programme Proposal Form

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<tr>
<th>Proposed Programme Title</th>
<th>Global public health and policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Code</td>
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<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
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<tbody>
<tr>
<td>Master of Science (MSc)</td>
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<td>Postgraduate Diploma (PG Dip)</td>
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<td>Postgraduate Certificate (PG Cert)</td>
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Proposed Start Date | September 2012 |

Programme Organiser | Prof Allyson Pollock |

Does this programme contain a foundation year or any pre-sessional activity? | No |

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Head(s) of School

Mike Curtis
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DN: cn=Mike Curtis, o=Queen Mary,
ou=Blizard Institute of Cell and
Molecular Science,
email=m.a.curtis@qmul.ac.uk, c=GB
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Head(s) of supporting School

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Mary, ou=Centre for Commercial Law
Studies,
email=s.m.maniatis@qmul.ac.uk, c=GB
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Martin Laffin
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email=m.laffin@qmul.ac.uk, c=GB
Date: 2012.02.13 11:53:54 Z

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Mary UoL, ou=Law Department, email=p.w.alldridge@qmul.ac.uk
Reason: I am approving this document
Date: 2012.02.14 09:08:08 Z

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Mary, ou=Centre for Commercial Law
Studies,
email=s.m.maniatis@qmul.ac.uk, c=GB
Date: 2012.02.11 10:04:42 Z

Head(s) of supporting School

Mike Curtis
Digitally signed by Mike Curtis
DN: cn=Mike Curtis, o=Queen Mary,
ou=Blizard Institute of Cell and
Molecular Science,
email=m.a.curtis@qmul.ac.uk, c=GB
Date: 2012.02.10 13:01:19 Z
**Programme Specification**

<table>
<thead>
<tr>
<th>Awarding Body/Institution</th>
<th>Queen Mary, University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>Queen Mary, University of London</td>
</tr>
<tr>
<td>Name of Final Award and Programme Title</td>
<td>MSc, global public health and policy</td>
</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td>PG Cert; PG Dip</td>
</tr>
<tr>
<td>Duration of Study / Period of Registration</td>
<td>One year (full time); two years (part time)</td>
</tr>
<tr>
<td>QM Programme Code / UCAS Code(s)</td>
<td></td>
</tr>
<tr>
<td>QAA Benchmark Group</td>
<td></td>
</tr>
<tr>
<td>FHEQ Level of Award</td>
<td>Level 7</td>
</tr>
<tr>
<td>Programme Accredited by</td>
<td></td>
</tr>
<tr>
<td>Date Programme Specification Approved</td>
<td></td>
</tr>
<tr>
<td>Responsible School / Institute</td>
<td>Blizard Institute of Cell and Molecular Science</td>
</tr>
</tbody>
</table>

**Schools which will also be involved in teaching part of the programme**

<table>
<thead>
<tr>
<th>Centre for Commercial Law Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Geography</td>
</tr>
<tr>
<td>School of Law</td>
</tr>
<tr>
<td>School of Business &amp; Management</td>
</tr>
<tr>
<td>School of Languages, Linguistics &amp; Film</td>
</tr>
</tbody>
</table>

**Institution(s) other than Queen Mary that will provide some teaching for the programme**

| Tavistock and Portman NHS Foundation Trust |

**Programme Outline**

This programme builds on models of social determinants of health and international health concepts of policy-making at the extra-territorial level. Students can specialise in areas as diverse as trade in health, global burden of disease, evidence based policy making, pharmaceuticals, clinical trials, and ethics. The programme is of particular interest to public health doctors and other health practitioners in public and primary health care, but will also attract policy makers and NGO workers and social and laboratory scientists. Students will see their ability to plan and develop services and advocate for them greatly enhanced, and their effectiveness in delivering health care increased.
High quality primary health care and public health systems form the cornerstone of an efficient, effective, and equitable health system. Many countries (whether low-, middle- or high-income) are seeking to shift from a secondary care led, disease-oriented and ‘reactive’ healthcare system to one characterised by a strong primary care sector offering ‘proactive’, whole-patient care through measures such as patient education, prevention, early diagnosis, support for self-care, risk factor and chronic disease management, and systematic gate-keeping to the secondary care sector.

This vision for developing public health and primary care is widely held (eg, it is prominent in World Health Organization strategic plans and is a strong theme in the new healthcare strategy in the USA), but it depends critically on capacity-building to produce the research leaders, educators, policy-makers and change agents who are integral to this process.

Through the knowledge and analytic skills they have gained, students can address the challenges facing public health across a range of contexts. Their ability to plan and develop services and advocate for them will be greatly enhanced, and their effectiveness in delivering health care and public services will be increased. Strong emphasis is placed on research methods and analytic techniques for practical application or further research, and research methods are integrated into many modules.

Public health draws on other disciplines such as biomedicine, political economy, law, sociology and anthropology, organisational behaviour, epidemiology and statistics, health services research, and policy studies. It provides therefore the context for collaborative interdisciplinary work.

The programme will be led the Centre for Primary Care & Public Health in collaboration with the Centre for Commercial Law Studies, the departments of Geography and Law, and the schools of Business & Management and Languages, Linguistics & Film.

**Aims of the Programme**

Students will have the skills and knowledge to work in health policy and health service delivery, at local, national, and international level, and in governmental and international bodies and NGOs. Other students from this programme will have the research skills to go straight to a PhD in a related subject. It is hoped and expected that some of the graduates of the programme will stay on to study for a PhD in the Centre for Primary Care & Public Health. Other students will be equipped to take up posts requiring good research skills.

Research methods will be integrated into core modules (apart from epidemiology and statistics), by presenting, at the start of each module, an account of selected methodological issues and challenges requiring students to gather and synthesise information about a particular method relevant to that module, which they will be examined on towards the end of the module.

**What Will You Be Expected to Achieve?**

Students who successfully complete the programme will be able to work in public health and public policy with a global perspective and equipped to enhance capacity and work effectively in multi-disciplinary teams on behalf of local populations.

**Academic Content:**

| A1 | Knowledge and understanding of the social determinants of health |
| A2 | Knowledge and understanding of epidemiology & statistics; qualitative research methods |
| A3 | Knowledge and understanding of the principles and policy norms of public health and health systems, including administration, financing, organisation, and delivery |
| A4 | Knowledge and understanding of key concepts and theories in global health, public health, public policy, and the political economy of health care |
Programme Title: MSc, global public health and policy

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
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<tr>
<td>B2</td>
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<tr>
<td>B3</td>
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<td>B4</td>
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<table>
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<tr>
<th>Attributes:</th>
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<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</td>
</tr>
</tbody>
</table>

How Will You Learn?

Each topic will be taught using a range of methods, varying according to the subject and learning objectives of the module. All modules will include lectures, small group tutorials, and independent study. Most modules will follow a format of structured preparatory work (reading and reflection exercises), a weekly interactive lecture, a two-hour small group seminar, and topic discussions by email. Visiting speakers will describe research, clinical or service development work in different countries and settings. Some modules will focus on key ‘grey literature’ reports such as those produced by the World Health Organization. Data analysis sessions will include introduction to real datasets such as those from local or national public health observatories.

How Will You Be Assessed?

Different modules will be assessed differently, depending on the learning objectives. Assessment methods will include a traditional examination (with essays or short answer questions), tutor-marked assignments (typically, a 3,000-word structured essay), presentations, and a 15,000-word dissertation.

How is the Programme Structured?

Students studying for the MSc will complete eight 15 credit modules and a 60 credit dissertation. They will take four core modules, one specialist module, and three elective modules.
Programme Title: MSc, global public health and policy

Full time MSc students
In the first semester, full time MSc students will focus on developing the key concepts and research methods and analysis for understanding the health of populations, the sociology and anthropology of health and illness, social determinants of health, health systems, and global health policy.

In the second semester, students will take the specialist and elective modules. They will undertake some preliminary work and training for the 15,000 word dissertation in the first and second semesters, and will carry out its preparation and completion in the third semester.

Relevant research methods will be integrated into the teaching for each module so that methods are learned alongside the key topics.

The following core modules will be covered in the first semester:
- Epidemiology and statistics
- Health, illness and society
- Health inequalities and social determinants of health
- Health systems, economics, and policy

The following specialist module will be covered in the second semester:
- Social determinants of health: ecological approaches

plus three from:
- Primary health care: theory and practice
- Globalisation and health care reform
- Globalisation and contemporary medical ethics
- Research appraisal and synthesis
- Migration, culture and health
- Patients, quality, and safety
- Human rights and public health
- Intellectual property, pharmaceuticals, and health care
- Managing innovation and change in health systems: policy and practice
- Narrative medicine in clinical practice: patients, families and teams

Part time MSc students
Two-year part time MSc students will take four modules in the first year and four modules in the second year. They will submit their dissertation at the end of the second year.

In the first semester of the first year, and the first semester of the second year, they will focus on developing the key concepts and research methods and analysis for understanding the health of populations, the sociology and anthropology of health and illness, social determinants of health, health systems, and global health policy.

In the second semesters they will take the specialist and elective modules. They will undertake some preliminary work and training for the 15,000 word dissertation in the first and second semesters of the second year, and will carry out its preparation and completion in the third semester of that year.

Relevant research methods will be integrated into the teaching for each module so that methods are learned alongside the key topics.

The following core modules will be covered in the first semesters (two per semester):
- Epidemiology and statistics
- Health, illness and society
- Health inequalities and social determinants of health
- Health systems, economics, and policy

The following specialist module will be covered in the second semester in the first or second year.
Programme Title: MSc, global public health and policy

- Social determinants of health: ecological approaches

plus three from:
- Primary health care: theory and practice
- Globalisation and health care reform
- Globalisation and contemporary medical ethics
- Research appraisal and synthesis
- Migration, culture and health
- Patients, quality, and safety
- Human rights and public health
- Intellectual property, pharmaceuticals, and health care
- Managing innovation and change in health systems: policy and practice
- Narrative medicine in clinical practice: patients, families and teams

The year in which specialist and elective modules are taken depends upon which core modules have been covered.

PG Dip students
Full time and part time PG Dip students will follow the same structure as MSc students, completing eight modules as above, except that they will not undertake a dissertation in the third semester, but will exit the degree with 120 credits.

PG Cert students
Full time and part time PG Cert students will follow the same structure as PG Dip students, but will successfully complete only four modules, and will exit the degree with 60 credits. The modules to be taken and the point of exit will be discussed with the academic adviser.

### Academic Year of Study 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology and statistics</td>
<td></td>
<td>15</td>
<td>7</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Health, illness and society</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Health inequalities and the social determinants of health</td>
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<td>Core</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Health systems, economics, and policy</td>
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<td>Core</td>
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<td>Semester 1</td>
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<tr>
<td>Primary health care: theory and practice</td>
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<tr>
<td>Social determinants of health: ecological approaches</td>
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<td>15</td>
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<td>Semester 2</td>
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<tr>
<td>Globalisation and health care reform</td>
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<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Globalisation and contemporary medical ethics</td>
<td></td>
<td>15</td>
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<td>Elective</td>
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<td>Semester 2</td>
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Programme Title: MSc, global public health and policy

<table>
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<tr>
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<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research appraisal and synthesis</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Migration and health</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Patients, quality, and safety</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Intellectual property, pharmaceuticals, and health care</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Managing innovation and change in health systems: policy and practice</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Narrative medicine in clinical practice: patients, families and teams</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
</tbody>
</table>

What Are the Entry Requirements?

Upper second class honours degree, or the equivalent, eg, US GPA 3.4, in an appropriate subject from a university or other institution acceptable to QMUL
IELTS 7.0, IBTOEFL 100, or equivalent
Good personal statement

How Do We Listen and Act on Your Feedback?

The Blizard Institute staff-student liaison committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the NSS and module evaluations.

In addition to the above, it is envisaged that in addition there will be staff-student liaison committee to discuss the international health MSc and BSc programmes, with student representatives chosen by the students themselves, including both MSc and BSc students, and a range of staff.

The Centre is currently establishing a programme management board, and this will include a student representative.
Programme Title: MSc, global public health and policy

For each module, there will be student evaluation forms which will be analysed and discussed by staff, and which will feed into module and programme development.

Alongside these formal processes, students will have regular meetings with their academic advisor. Students will be encouraged to raise any concerns at these meetings.

Academic Support

The team running the programme has experience of postgraduate teaching. All students will meet their academic adviser at the start of the programme and will be expected to meet regularly. Progress through the programme, for instance via elective and dissertation choices, will be made in discussion with the academic adviser. Students will be allocated a dissertation supervisor relevant to their topic.

Programme-specific Rules and Facts

N/A

Specific Support for Disabled Students

Where necessary guidance will be followed and advice sought from the QM Disability and Dyslexia Service

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students' Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one “study skills” tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

N/A - but work is ongoing to establish these.
<table>
<thead>
<tr>
<th>Programme Specification Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person completing Programme Specification</td>
</tr>
<tr>
<td>Person responsible for management of programme</td>
</tr>
<tr>
<td>Date Programme Specification produced/amended by School Learning and Teaching Committee</td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board</td>
</tr>
</tbody>
</table>
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

### Summary Information

<table>
<thead>
<tr>
<th>Proposed Programme Title</th>
<th>Programme Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health systems and global policy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Full Time</td>
<td>1 Calendar Year</td>
</tr>
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<td>Full Time (Academic Year)</td>
<td>1 Academic Year</td>
</tr>
<tr>
<td>Postgraduate Certificate (PG Cert)</td>
<td>Full Time</td>
<td>1 Semester</td>
</tr>
</tbody>
</table>

**Proposed Start Date**: September 2012

**Programme Organiser**: Prof Allyson Pollock

Does this programme contain a foundation year or any pre-sessional activity? **No**

1) **Programme Management**

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) **Single School/Institute Delivery**
b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

A joint working statement is attached.

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

All written assignments are to be submitted electronically by the student for entry into plagiarism detection software (expected to be turnitin). Staff will also be expected to be aware of plagiarism when marking. It should be noted that students will be invited to submit a non-assessed essay at the programme for substantial feedback on assignment writing. This will include showing them their turnitin score and how it was arrived at.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

Dr John Launer
Associate dean, London Deanery, London Department of Postgraduate Medical Education
Senior clinical lecturer & honorary consultant in general practice & primary care, Child and Family Department, Tavistock Clinic

4) Distance Learning Programmes (If applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

N/A

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules clarify whether this is a new or existing SEB. For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: Blizard Institute</td>
<td>Primary Care PG</td>
</tr>
</tbody>
</table>
6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

<table>
<thead>
<tr>
<th>Name &amp; Title of External Adviser</th>
<th>Prof Rosalind Raine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation</td>
<td>Chair of Health Sciences Research, UCL</td>
</tr>
<tr>
<td>Address for Correspondence (and email)</td>
<td><a href="mailto:r.raine@ucl.ac.uk">r.raine@ucl.ac.uk</a></td>
</tr>
</tbody>
</table>

7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.
The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? Yes
- Have module proposal forms for each new module been submitted with the Part 2? Yes
- Is there evidence of support from at least one external adviser? No
- Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? N/A

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2? Yes
- Has supplementary information on the management of the partnership been submitted with the Part 2? Yes
- Have any special regulations been submitted with the Part 2 (where relevant)? N/A

Approval of Part 2 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Mike Curtis
Head(s) of supporting School

Spyros Maniatis

Head(s) of supporting School

Martin Laffin

Head(s) of supporting School

Ruediger Goerner

Head(s) of supporting School

Spyros Maniatis

Head(s) of supporting School

Martin Laffin

Head(s) of supporting School

Peter Alldridge

Digitally signed by Mike Curtis
DN: cn=Mike Curtis, o=Queen Mary, ou=Wilberforce Institute of Cell and Molecular Science, email=m.a.curtis@qmul.ac.uk, c=GB
Date: 2012.02.10 13:01:38 Z

Digitally signed by Spyros Maniatis
DN: cn=Spyros Maniatis, o=Queen Mary University of London, u=Centre for Commercial Law Studies, email=m.maniatis@qmul.ac.uk, c=GB
Date: 2012.02.11 10:36:27 Z

Digitally signed by Martin Laffin
DN: cn=Martin Laffin, o=Queen Mary University of London, u=School of Business and Management, email=m.laffin@qmul.ac.uk, c=GB
Date: 2012.02.13 11:17:21 Z

Digitally signed by Ruediger Goerner
DN: cn=Ruediger Goerner, o=Queen Mary, ou=School of Languages, Linguistics and Film, email=r.goerner@qmul.ac.uk, c=GB
Date: 2012.02.13 12:25:16 Z

Digitally signed by Miles Ogborn
DN: cn=Miles Ogborn, o=Queen Mary University of London, u=School of Geography, email=m.j.ogborn@qmul.ac.uk, c=GB
Date: 2012.02.13 17:16:18 Z

Digitally signed by Peter Alldridge
DN: cn=Peter Alldridge, o=Queen Mary University of London, u=Law Department, email=p.w.alldridge@qmul.ac.uk
Reason: I am approving this document
Date: 2012.02.14 09:08:56 Z
Taught Programmes Board

Chair of Taught Programmes Board
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

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Summary Information

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Proposed Start Date: September 2012

Programme Organiser: Prof Allyson Pollock

Does this programme contain a foundation year or any pre-sessional activity? No

1) Programme Management

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

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a) Single School/Institute Delivery
b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

A joint working statement is attached.

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

All written assignments are to be submitted electronically by the student for entry into plagiarism detection software (expected to be turnitin). Staff will also be expected to be aware of plagiarism when marking. It should be noted that students will be invited to submit a non-assessed essay at the programme for substantial feedback on assignment writing. This will include showing them their turnitin score and how it was arrived at.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

Dr John Launer
Associate dean, London Deanery, London Department of Postgraduate Medical Education
Senior clinical lecturer & honorary consultant in general practice & primary care, Child and Family Department, Tavistock Clinic

4) Distance Learning Programmes (if applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

N/A

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules. For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: Blizard Institute</td>
<td>Primary Care PG</td>
</tr>
</tbody>
</table>
6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

<table>
<thead>
<tr>
<th>Name &amp; Title of External Adviser</th>
<th>Prof Rosalind Raine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation</td>
<td>Chair of Health Sciences Research, UCL</td>
</tr>
<tr>
<td>Address for Correspondence (and email)</td>
<td><a href="mailto:r.raine@ucl.ac.uk">r.raine@ucl.ac.uk</a>, Epidemiology and Public Health, 1-19 Torrington Place, London. WC1H 7HB</td>
</tr>
</tbody>
</table>

7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.
The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? Yes
- Have module proposal forms for each new module been submitted with the Part 2? Yes
- Is there evidence of support from at least one external adviser? No
- Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? N/A

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2? Yes
- Has supplementary information on the management of the partnership been submitted with the Part 2? Yes
- Have any special regulations been submitted with the Part 2 (where relevant)? N/A

Approval of Part 2 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Mike Curtis

Spyros Maniatis

Martin Laffin

Head(s) of supporting School

Ruediger Goerner

Peter Alldridge

Digitally signed by Mike Curtis
DN: cn=Mike Curtis, o=Queen Mary, ou=Walworth Institute of Cell and Molecular Science, email=m.a.curtis@qmul.ac.uk, c=GB
Date: 2012.02.10 13:02:16 Z

Digitally signed by Spyros Maniatis
DN: cn=Spyros Maniatis, o=Queen Mary, ou=Centre for Commercial Law Studies, email=s.m.maniatis@qmul.ac.uk, c=GB
Date: 2012.02.11 10:35:06 Z

Digitally signed by Martin Laffin
DN: cn=Martin Laffin, o=Queen Mary University of London, ou=School of Business and Management, email=m.laffin@qmul.ac.uk, c=GB
Date: 2012.02.13 11:22:22 Z

Digitally signed by Ruediger Goerner
DN: cn=Ruediger Goerner, o=Queen Mary, ou=School of Languages, Linguistics and Film, email=r.goerner@qmul.ac.uk, c=GB
Date: 2012.02.13 12:25:38 Z

Digitally signed by Miles Ogborn
DN: cn=Miles Ogborn, o=Queen Mary University of London, ou=School of Geography, email=m.j.ogborn@qmul.ac.uk, c=GB
Date: 2012.02.13 17:16:51 Z

Digitally signed by Martin Laffin
DN: cn=Martin Laffin, o=Queen Mary University of London, ou=School of Business and Management, email=m.laffin@qmul.ac.uk, c=GB
Date: 2012.02.13 11:22:22 Z

Digitally signed by Peter Alldridge
DN: cn=Peter Alldridge, o=Queen Mary, ou=Law Department, email=p.w.alldridge@qmul.ac.uk
Reason: I am approving this document
Date: 2012.02.14 09:11:02 Z
Chair of Taught Programmes Board
Programme Title: MSc, health systems and global policy

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: MSc, health systems and global policy
Name of Interim Award(s): PG Cert; PG Dip
Duration of Study / Period of Registration: One year (full time); two years (part time)
QM Programme Code / UCAS Code(s): 
QAA Benchmark Group: 
FHEQ Level of Award: Level 7
Programme Accredited by: 
Date Programme Specification Approved: 
Responsible School / Institute: Blizard Institute of Cell and Molecular Science

Schools which will also be involved in teaching part of the programme:
- Centre for Commercial Law Studies
- School of Geography
- School of Law
- School of Business & Management
- School of Languages, Linguistics & Film

Institution(s) other than Queen Mary that will provide some teaching for the programme:
- Tavistock and Portman NHS Foundation Trust

Programme Outline:
This programme considers how the principles and practice of effective and fair public health care can inform health policy and health care systems in national and local settings. An important focus of the programme will be the theoretical and practical principles of solidarity in health care systems. The programme analyses the principles of health systems, and makes global linkages to social, political, economic, and cultural issues in individual countries and themes. Students will gain an understanding of competition and trade law and regulation and its application to public health care. This programme is of particular interest to medical and clinical practitioners, civil servants, public health practitioners, social and political scientists,
Programme Title: MSc, health systems and global policy

High quality primary health care and public health systems form the cornerstone of an efficient, effective, and equitable health system. Many countries (whether low-, middle- or high-income) are seeking to shift from a secondary care led, disease-oriented and ‘reactive’ healthcare system to one characterised by a strong primary care sector offering ‘proactive’, whole-patient care through measures such as patient education, prevention, early diagnosis, support for self-care, risk factor and chronic disease management, and systematic gate-keeping to the secondary care sector.

This vision for developing public health and primary care is widely held (eg, it is prominent in World Health Organization strategic plans and is a strong theme in the new healthcare strategy in the USA), but it depends critically on capacity-building to produce the research leaders, educators, policy-makers and change agents who are integral to this process.

Through the knowledge and analytic skills they have gained, students can address the challenges facing public health and public policy more generally across a range of contexts. Their ability to plan and develop services and advocate for them will be greatly enhanced, and their effectiveness in delivering health care and public services will be increased. Strong emphasis is placed on research methods and analytic techniques for practical application or further research, and research methods are integrated into many modules.

The broad approach provides the context for collaborative interdisciplinary work. The programme will be led the Centre for Primary Care & Public Health in collaboration with the Centre for Commercial Law Studies, the departments of Geography and Law, and the schools of Business & Management and Languages, Linguistics & Film.

Aims of the Programme

Students will have the skills and knowledge to work in health policy and health service delivery, at local, national, and international level, and in governmental and international bodies and NGOs. Other students from this programme will have the research skills to go straight to a PhD in a related subject. It is hoped and expected that some of the graduates of the programme will stay on to study for a PhD in the Centre for Primary Care & Public Health. Other students will be equipped to take up posts requiring good research skills.

Research methods will be integrated into core modules (apart from epidemiology and statistics), by presenting, at the start of each module, an account of selected methodological issues and challenges requiring students to gather and synthesise information about a particular method relevant to that module, which they will be examined on towards the end of the module.

Aims:
• Access, understand and apply research evidence;
• Develop, evaluate, and maintain effective and appropriate health services for populations;
• Teach and support others by developing training courses and academic programmes; and
• Identify and meet their lifelong learning needs.

What Will You Be Expected to Achieve?

Students who successfully complete the programme will be able to work in health policy and other fields of public health and public policy with a global perspective and equipped to enhance capacity and work effectively in multi-disciplinary teams on behalf of local populations.

Academic Content:

<table>
<thead>
<tr>
<th></th>
<th>Knowledge and understanding of key concepts and theories of the social determinants of health at territorial, transterritorial, and global levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Knowledge and understanding of theories of health equity</td>
</tr>
<tr>
<td>A3</td>
<td>Knowledge and understanding of operational principles of equity in health systems</td>
</tr>
</tbody>
</table>
Programme Title: MSc, health systems and global policy

A4 Knowledge and understanding of the World Bank, International Monetary Fund, and other international organisations involved in health policy

Disciplinary Skills - able to:

B1 apply multidisciplinary perspectives to public health questions
B2 evaluate and critique current public health policy and propose alternative approaches
B3 assess the changing context of public health policy formation
B4 synthesise arguments and information from different disciplines so as to solve problems and propose new approaches in public health and international health settings

Attributes:

C1 ability to understand and critically analyse precisely and effectively in the context of public health policy
C2 ability to participate confidently in academic and professional debate
C3 ability to work and study to a high standard and to defined outcomes both independently and as part of a team

How Will You Learn?

Each topic will be taught using a range of methods, varying according to the subject and learning objectives of the module. All modules will include lectures, small group tutorials, and independent study. Most modules will follow a format of structured preparatory work (reading and reflection exercises), a weekly interactive lecture, a two-hour small group seminar, and topic discussions by email. Visiting speakers will describe research, clinical or service development work in different countries and settings. Some modules will focus on key ‘grey literature’ reports such as those produced by the World Health Organization. Data analysis sessions will include introduction to real datasets such as those from local or national public health observatories.

How Will You Be Assessed?

Different modules will be assessed differently, depending on the learning objectives. Assessment methods will include a traditional examination (with essays or short answer questions), tutor-marked assignments (typically, a 3,000-word structured essay), presentations, and a 15,000-word dissertation.
Programme Title: MSc, health systems and global policy

How is the Programme Structured?

Students studying for the MSc will complete eight 15 credit modules and a 60 credit dissertation. They will take four core modules, one specialist module, and three elective modules.

Full time MSc students

In the first semester, full time MSc students will focus on developing the key concepts and research methods and analysis for understanding the health of populations, the sociology and anthropology of health and illness, social determinants of health, health systems, and global health policy.

In the second semester, students will take the specialist and elective modules.

They will undertake some preliminary work and training for the 15,000 word dissertation in the first and second semesters, and will carry out its preparation and completion in the third semester.

Relevant research methods will be integrated into the teaching for each module so that methods are learned alongside the key topics.

The following core modules will be covered in the first semester:
- Epidemiology and statistics
- Health, illness and society
- Health inequalities and social determinants of health
- Health systems, economics, and policy

The following specialist module will be covered in the second semester:
- Globalisation and health care reform

plus three from:
- Primary health care: theory and practice
- Social determinants of health: ecological approaches
- Globalisation and contemporary medical ethics
- Research appraisal and synthesis
- Migration, culture and health
- Patients, quality, and safety
- Human rights and public health
- Intellectual property, pharmaceuticals, and health care
- Managing innovation and change in health systems: policy and practice
- Narrative medicine in clinical practice: patients, families and teams

Part time MSc students

Two-year part time MSc students will take four modules in the first year and four modules in the second year. They will submit their dissertation at the end of the second year.

In the first semester of the first year, and the first semester of the second year, they will focus on developing the key concepts and research methods and analysis for understanding the health of populations, the sociology and anthropology of health and illness, social determinants of health, health systems, and global health policy.

In the second semesters they will take the specialist and elective modules.

They will undertake some preliminary work and training for the 15,000 word dissertation in the first and second semesters of the second year, and will carry out its preparation and completion in the third semester of that year.

Relevant research methods will be integrated into the teaching for each module so that methods are learned alongside the key topics.

The following core modules will be covered in the first semesters (two per semester):
- Epidemiology and statistics
Programme Title: MSc, health systems and global policy

• Health, illness and society
• Health inequalities and social determinants of health
• Health systems, economics, and policy

The following specialist module will be covered in the second semester in the first or second year:
• Globalisation and health care reform

plus three from:
• Primary health care: theory and practice
• Social determinants of health: ecological approaches
• Globalisation and contemporary medical ethics
• Research appraisal and synthesis
• Migration, culture and health
• Patients, quality, and safety
• Human rights and public health
• Intellectual property, pharmaceuticals, and health care
• Managing innovation and change in health systems: policy and practice
• Narrative medicine in clinical practice: patients, families and teams

The year in which specialist and elective modules are taken depends upon which core modules have been covered.

PG Dip students
Full time and part time PG Dip students will follow the same structure as MSc students, completing eight modules as above, except that they will not undertake a dissertation in the third semester, but will exit the degree with 120 credits.

PG Cert students
Full time and part time PG Cert students will follow the same structure as PG Dip students, but will successfully complete only four modules, and will exit the degree with 60 credits. The modules to be taken and the point of exit will be discussed with the academic adviser.

Academic Year of Study  1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology and statistics</td>
<td></td>
<td>15</td>
<td>7</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Health, illness and society</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Health inequalities and the social determinants of health</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Health systems, economics, and policy</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Primary health care: theory and practice</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Social determinants of health: ecological approaches</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Globalisation and health care reform</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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</table>
Programme Title: MSc, health systems and global policy

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globalisation and contemporary medical ethics</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Research appraisal and synthesis</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Migration and health</td>
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<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Patients, quality, and safety</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Human rights and public health</td>
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<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Intellectual property, pharmaceuticals, and health care</td>
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<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Managing innovation and change in health systems: policy and practice</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Narrative medicine in clinical practice: patients, families and teams</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

What Are the Entry Requirements?

Upper second class honours degree, or the equivalent, eg, US GPA 3.4, in an appropriate subject from a university or other institution acceptable to QMUL
IELTS 7.0, IBTOEFL 100, or equivalent
Good personal statement

How Do We Listen and Act on Your Feedback?

The Blizard Institute staff-student liaison committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the NSS and module evaluations.
In addition to the above, it is envisaged that in addition there will be staff-student liaison committee to discuss the international health MSc and BSc programmes, with student representatives chosen by the students themselves, including both MSc and BSc students, and a range of staff.

The Centre is currently establishing a programme management board, and this will include a student representative.

For each module, there will be student evaluation forms which will be analysed and discussed by staff, and which will feed into module and programme development.

Alongside these formal processes, students will have regular meetings with their academic advisor. Students will be encouraged to raise any concerns at these meetings.

### Academic Support

The team running the programme has experience of postgraduate teaching. All students will meet their academic adviser at the start of the programme and will be expected to meet regularly. Progress through the programme, for instance via elective and dissertation choices, will be made in discussion with the academic adviser. Students will be allocated a dissertation supervisor relevant to their topic.

### Programme-specific Rules and Facts

N/A

### Specific Support for Disabled Students

Where necessary guidance will be followed and advice sought from the QM Disability and Dyslexia Service.

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one “study skills” tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

### Links With Employers, Placement Opportunities and Transferable Skills

N/A - but work is ongoing to establish these.
Programme Title: MSc, health systems and global policy

<table>
<thead>
<tr>
<th>Programme Specification Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person completing Programme Specification</td>
</tr>
<tr>
<td>Person responsible for management of programme</td>
</tr>
<tr>
<td>Date Programme Specification produced/amended by School Learning and Teaching Committee</td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board</td>
</tr>
</tbody>
</table>
Joint working statement, international health programmes

MSc, INTERNATIONAL PRIMARY HEALTH CARE
MSc, GLOBAL PUBLIC HEALTH AND POLICY
MSc, HEALTH SYSTEMS AND GLOBAL POLICY

JOINT WORKING STATEMENT

- Centre for Primary Care and Public Health, Blizard Institute
- Centre for Commercial Law Studies
- Department of Law
- School of Business and Management
- School of Geography
- School of Languages, Linguistics and Film

This joint working statement describes the administrative and governance arrangements for the delivery of

- MSc, international primary health care
- MSc, global public health and policy
- MSc, health systems and global policy

It is not the intention of this agreement to consider every administrative detail, although as a work in progress these details may well be included in the future. It is, rather, intended as a guide to principles and to basic working arrangements and cooperation that will ensure the successful delivery of the programmes.

The MSc programmes have been developed right from the outset as interdisciplinary and inter-departmental. The following departments are involved in the delivery of the programmes in 2012-13:

- Centre for Primary Care and Public Health (the Blizard Institute)
- Centre for Commercial Law Studies
- Department of Law
- School of Business and Management
- School of Geography
- School of Languages, Linguistics and Film

The programmes will run from the academic year 2012-13 onwards.

1 Key principles

a The head of the department delivering a module agrees to take ultimate responsibility for the delivery of the module.

b Whenever there is a perceived quality failure, CPCPH and the other departments work together to resolve the problem.

c These are new programmes and new modules; all parties commit to be flexible.
2 Programmes administration

Overall administrative responsibility and QMUL accountability for the programmes listed above rests with the Centre for Primary Care and Public Health.

a Programme organisers

Prof Trish Greenhalgh  MSc, international primary health care  
Prof Allyson Pollock  MSc, global public health and policy  
MSc, health systems and global policy

The programme organisers are responsible for
i the academic content and quality of the programmes and any changes to curriculum
ii ensuring a regular liaison with collaborating departments to maintain a consistent quality of teaching across the programme

b Administrative responsibility for programmes

Dr James Lancaster, programmes manager  
Mr George Borrie, programmes administrator

The programme administrators are responsible for
i the overall administrative delivery of the MSc programmes and maintaining effective inter-departmental communication
ii ensuring departments are provided with all necessary student and organisational information in order to effectively deliver their modules
iii general QMUL administration for students studying on the programmes, including any issues relating to registration, complaints, and appeals.

2 Programmes delivery

a Modes of delivery

It is planned to deliver the programme on full time (one year), part time (two years), and variable mode (three to five years).

It is planned that the programme will eventually be available

i on campus
   • full time
   • part time
   • variable mode

Teaching will be delivered in rooms most suitable for the delivering department, eg, in Whitechapel for CPHPH, and at Mile End for Geography and Business & Management.

ii distance learning
   • part time
   • variable mode
It is anticipated that modules will not be available for online delivery by September 2012. However, it is expected that all modules run by CPCPH will be available online by 2013-14. Other departments will work with CPCPH to make modules available online by this time where possible.

b Intercalated BSc, global public health and primary care

This programme is run alongside the MSc programmes, and level 6 BSc students share classes with level 7 MSc students. However, in 2012-13 all modules for the BSc will be delivered by CPCPH. The intercalated programme is not, therefore, covered by the current working statement, but may be part of it in future years.
### Programme outline

<table>
<thead>
<tr>
<th>Core modules (4 x 15 credits)</th>
<th>MSc International primary health care</th>
<th>MSc Global public health &amp; policy</th>
<th>MSc Health systems &amp; global policy</th>
<th>Indicative module organiser</th>
<th>Administering dept</th>
<th>Academic input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology and statistics</td>
<td>Core</td>
<td></td>
<td></td>
<td>Allyson Pollock &amp; Sally Kerry</td>
<td>CPCPH</td>
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<tr>
<td>Health, illness and society</td>
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<td>Clive Seale</td>
<td>CPCPH</td>
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<td>Health inequalities &amp; social determinants of health</td>
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<td>Allyson Pollock</td>
<td>CPCPH</td>
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<tr>
<td>Health systems, economics, and policy</td>
<td>Core</td>
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<td></td>
<td>David Price</td>
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<td>CPCPH</td>
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</tbody>
</table>

### Elective modules (4 x 15 credits)

| Primary health care: theory and practice                         | Compulsory                             | Trish Greenhalgh                 | CPCPH                            | CPCPH                      |
| Social determinants of health: ecological approaches             | Compulsory                             | Steve Cummins                    | Geog                             | Geog                       |
| Globalisation and health care reform                             | Compulsory                             | David Price                      | CPCPH                            | CPCPH                      |
| Patients, quality, and safety                                    |                                        | Sara Shaw                        | CPCPH                            | CPCPH                      |
| Globalisation and contemporary medical ethics                    |                                        | Miran Epstein                    | CPCPH                            | CPCPH                      |
| Research appraisal & synthesis                                  |                                        | Catherine Meads                  | CPCPH                            | CPCPH                      |
| Migration, culture and health                                    |                                        | Parvati Nair                     | CPCPH                            | LLF                        |
| Intellectual property, pharmaceuticals, and health care          |                                        | Johanna Gibson                   | CCLS                             | CCLS                       |
| Human rights and public health                                   |                                        | Richard Ashcroft                 | Law                              | Law                        |
| Managing innovation and change in health systems: policy and practice |                                    | Maxine Robertson                 | B&M                              | B&M                        |
| Narrative medicine in clinical practice: patients, families and teams |                                    | Trish Greenhalgh                 | CPCPH                            | Tavistock                  |

### Dissertation (60 credits)

| Dissertation (60 credits)                                       | Core                                   | Petra Sevcikova (tbc)            | CPCPH                            | CPCPH                      |
3 Modules

a All QMUL modules on the programmes are being established explicitly for the programmes:
   i Centre for Primary Care and Public Health:
      • Epidemiology and statistics
      • Health, illness and society
      • Health inequalities and social determinants of health
      • Health systems, economics, and policy
      • Primary health care: theory and practice
      • Globalisation and health care reform
      • Patients, quality and safety
      • Globalisation and contemporary medical ethics
      • Research appraisal and synthesis
      • Migration, culture and health (staff from Languages, Linguistics and Film)
   ii Centre for Commercial Law Studies
      • Intellectual property, pharmaceuticals, and health care
   iii Department of Law
      • Human rights and public health
   iv School of Business and Management
      • Managing innovation and change in health systems: policy and practice
   v School of Geography
      • Social determinants of health: ecological approaches

b It is understood that departments will offer places on the modules to students from their own programmes or those of other departments at the discretion of the module organiser.

c The module proposal forms have been developed through close discussions between the module organiser and the programme organisers. Any new modules for these programmes should be initiated in the same way.

d Module development will likewise be through discussion between organisers of different modules and the programme organisers. The intellectual independence of the module organisers will be respected, but there will be the need to coordinate content across the programme.

e Module organisers and support staff in each department have operational responsibility for the delivery of their modules, including teaching administration, assessment administration, preparation of materials, delivery of classes, marking, contact with students over issues in the modules, and all procedural and academic quality assurance issues.

f Module leaders will prepare module handbooks, including curriculum, reading lists, timetables, and other relevant information.

g Module organisers are responsible for setting assessment suitable for their modules. It is preferable if this is done in consultation with the programme organisers, but it is recognised that each department and discipline will have its own norms and preferences.

h Students should receive feedback on assessment (including any external comments) within 21 days.

i Each module organiser will contribute necessary material for marketing, programme handbooks, and other programme related material in a timely way, and will prepare the student handbook for the module.

j It is the responsibility of each department to communicate to CPCPH any issues or problems that occur on their module that may affect students registered on any of the three MSc programmes.
4 Dissertation arrangements

a Allocation of topics and supervisors
CPCPH will provide a list of supervisors and topics they are willing to supervise. Students will be able to choose from this list, and to propose dissertation topics. In such cases they will be able to take dissertations with a supervisor in any department if that supervisor and student's academic adviser agree. Departments are free to suggest supervisors and topics.

b Supervision arrangements
Students are given guidance on writing a dissertation before beginning. During semester 2 they are expected then to meet with their supervisors, and then during the project period in semester three meet at agreed stages. Key points from the meetings should be confirmed in writing.

5 Timetabling

a Each department will organise and timetable its own modules. It is essential, however, timetabling is discussed early and avoidance of any timetabling clashes is organised well in advance of any school or college deadlines. The CPCPH postgraduate administrator will coordinate this and arrange any necessary meetings to ensure that the timetable is finalised satisfactorily and in good time.

b Assessment deadline dates will need to be set and agreed in advance as to avoid as much as possible multiple submissions at once. The CPCPH postgraduate administrator will coordinate this.

6 Marketing and recruitment

a CPCPH has produced marketing materials for the programmes, and will continue to arrange this, updating them at least annually. They include brochures, conference materials, online and print advertising, and email and other mailouts. The programmes will receive prominent space on the CPCPH website and other sites as far as possible. CPCPH will take responsibility for the costs of programme advertising.

b Where appropriate, all departments should ensure links to the programmes via their postgraduate pages, for instance in information about their modules.

c CPCPH will be responsible for admissions to the programmes. Applicants must achieve IELTS 7.0 or equivalent, and have at least an upper second class degree or equivalent in a relevant subject, although students with exceptional circumstances or extensive relevant experience will be considered.

d CPCPH aims to respond to all applicants within five working days either with a welcoming message and an indication of the recommended offer or with a holding email requesting further information or advising of any possible delay.

e CPCPH will remain in contact with students up until arrival.

7 Enrolment, welcome week, and ongoing student communication

a Enrolment and welcome week are the responsibility of CPCPH

b CPCPH is responsible for the preparation of the programme handbook before the start of the first semester, with all departments contributing information on modules and organisers as necessary.

c CPCPH will also arrange and fund a retreat weekend early in semester 1 for all students on the programmes (including BSc students). Staff from all departments are welcome to attend if they wish.
CPCPH will endeavour to maintain good student relations and extend the themes of the programmes where appropriate and possible, for instance encouraging film nights, informal student discussion groups, social gatherings, and other activities.

8 Student support

- At the start of the academic year, students are allocated an academic adviser in CPCPH. This is their first point of contact for all general academic issues.
- Students make module choices in discussion with the academic adviser.
- Students should in the first instance approach their academic adviser over non-academic issues affecting studies or issues regarding the programme.
- Students should in the first instance approach the module organiser about academic issues relevant to that module.

9 Student feedback

- Each module should circulate module evaluation forms, either electronically or on paper. If the department does not normally circulate these, then they may use templates from CPCPH.
- A staff student liaison committee will be established and run by CPCPH, in addition to the Blizard’s SSLC.

10 Assessment and examination board process

- Each department is responsible for preparing and marking its own assessments.
- The modules Intellectual property, pharmaceuticals, and health care (Centre for Commercial Law Studies) and Managing innovation and change in health systems: policy and practice (School of Business and Management) will be taken to the established subject examination boards in those departments, and results of relevant students will communicated to the CPCPH subject examination board responsible for the programmes.
- The modules Social determinants of health: ecological approaches (School of Geography) and Human rights and public health (Department of Law) will be taken to the CPCPH board until further arrangements are made.
- Departmental administrators will assist one another in providing necessary information for the boards, for instance reporting absences, extenuating circumstances, appeals, and other relevant information.

11 Financial arrangements

- The fees for the programmes in 2012-13 are £6,000 for UK/EU students and £10,000 for overseas students. The Blizard Institute will take 15% of fees for administration and other expenses. The remaining 85% of fees ‘follow the student’, ie, for each module delivered, the Centre for Commercial Law Studies, the Department of Law, the School of Business and Management, and the School of Geography will receive a per-student transfer of £567 (UK/EU) and £944 (overseas), which is one ninth of the fee income for the programme minus 15%.
- The same arrangement will cover the fees of any student from a collaborating department taking one or more modules in CPCPH.
- For all departments other than CPCPH, for each student dissertation supervised, the supervisor’s department will receive a per-student transfer of £567 (UK/EU) and £944 (overseas), which is one ninth of the fee income for the programme minus 15%.
The same arrangement will cover the fees of any student from a collaborating department being supervised in CPCPH.

For Languages, Linguistics, and Film, the department will receive a transfer from the Blizard Institute of £3,000.

12 Staff

a Academic staff

i Centre for Primary Care and Public Health
   • Prof Trish Greenhalgh, organiser MSc international primary health care; co-organiser *Primary health care: theory and practice*; chair, programme management board
   • Prof Allyson Pollock, organiser MSc global public health and policy; co-organiser *Epidemiology and statistics*; organiser *Health inequalities & social determinants of health*, chair education strategy group
   • Prof Sandra Eldridge, Centre co-lead; co-organiser *Epidemiology and statistics*
   • Prof Clive Seale, organiser *Health, illness and society*
   • Dr Miran Epstein, organiser *Globalisation and contemporary medical ethics*
   • Dr Catherine Meads, organiser *Research appraisal & synthesis*
   • David Price, organiser *Health systems, economics and policy*; organiser *Globalisation and contemporary medical ethics*
   • Dr Sara Shaw, organiser *Patients, quality and safety*

ii Centre for Commercial Law Studies
   • Prof Johanna Gibson, organiser *Intellectual property, pharmaceuticals, and health care*

iii Department of Law
   • Prof Richard Ashcroft, organiser *Human rights and public health*

iv School of Business and Management
   • Prof Maxine Robertson, organiser *Managing innovation and change in health systems: policy and practice*

v School of Geography
   • Prof Steve Cummins, organiser *Social determinants of health: ecological approaches*
   • Prof Isabel Dyck, contributor *Migration, culture and health* (tbc)
   • Dr Tim Brown, contributor *Migration, culture and health* (tbc)

vi School of Languages, Linguistics and Film
   • Prof Parvati Nair, organiser *Migration, culture and health*

b Administrative staff (as of February 2012)

i Centre for Primary Care and Public Health
   • Dr James Lancaster, programmes manager
   • George Borrie, programmes administrator

ii Centre for Commercial Law Studies
   • Swee Ng, centre manager

iii Department of Law
   • Nerys Evans, departmental manager
   • Janette Monk, departmental co-ordinator

iv School of Business and Management
Staff delivering a module must be appropriately trained, and must agree to take training where necessary.

14 Further global health initiatives at QMUL

It is expected that these programmes will form just one part of a wider development at QMUL of research and teaching in global health, involving staff from a wide range of departments.

Document control

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<tr>
<th>Policy title</th>
<th>Joint working statement, international health programmes</th>
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<tr>
<td>Author</td>
<td>James Lancaster</td>
</tr>
<tr>
<td>Status</td>
<td>Final for Taught Programmes Board</td>
</tr>
<tr>
<td>Date</td>
<td>07 Feb 12</td>
</tr>
<tr>
<td>Contact</td>
<td>James Lancaster – <a href="mailto:j.p.lancaster@qmul.ac.uk">j.p.lancaster@qmul.ac.uk</a> - 7212</td>
</tr>
</tbody>
</table>
Appendix: Centre for Primary Care and Public Health programme management

Three new MSc programmes in international health are being proposed

- MSc International Primary Health Care
- MSc Global Public Health & Policy
- MSc Health Systems & Global Policy

These will run alongside

- Intercalated BSc, global public health and primary care

BSc and MSc students will study alongside one another, attending the same lectures and seminars and receiving similar reading lists. Intercalating students will receive different explanatory notes for the set texts and will be assessed differently (at SEEC level 6 rather than level 7) against different learning outcomes. There will be teaching sessions specifically for them, including introductory sessions, and they will have their own academic adviser.

The team running the programme has experience of running programmes in international health in this way, and has found it to be popular and successful for both undergraduate and postgraduate students. Student evaluations of previous courses at the University of Edinburgh highlighted the many and varied benefits to students at both levels from attending discussions with those outside their year group and from different professional backgrounds.

In addition, the Centre for Primary Care and Public Health has extensive experience of intercalated teaching, having successfully run the BMedSci Health Sciences for nine years, and its staff include very experienced teachers and mentors of medical undergraduates, who will continue to provide teaching, academic guidance, and student pastoral support.

The Centre for Primary Care and Public Health will establish a Programme Management Board, chaired by Prof Trish Greenhalgh, to oversee the governance of programme and module development and delivery for the BSc and MScs. The Centre has already established an Education Strategy Group for wider strategic issues concerning undergraduate, postgraduate, and professional development education, chaired by Prof Allyson Pollock.

At an operational level, there are regular curriculum development group meetings for those involved in teaching to discuss programme and module development, so that learning outcomes and objectives, teaching methods, curriculum content, research methods, handouts, handbooks, and other matters are taken forward and coordinated across the participating departments. A draft set of quality assurance guidance has been produced, and a postgraduate administrator has been appointed with experience and knowledge of QMUL regulations and quality assurance processes.

The curriculum development group is addressing the following issues (these will feed into programme and module development guidance to be formally signed off by the Programme Management Board):

1. Underpinning educational principles / teaching and learning strategy
2. Module development
3. Programme practicalities
4. Staff and resources
5. Student recruitment
6. Student communications and pastoral care
Taking each of these issues, the following are some aspects that have been addressed at this early stage:

1 **Underpinning educational principles / teaching and learning strategy**
   a A focus on supporting learning rather than delivering teaching
   b Knowing the learners, including their backgrounds, needs, priorities, learning styles and any practical or cultural barriers to effective learning
   c Encourage deep rather than superficial or strategic learning

2 **Module development**
   For each module in development, a structured checklist of questions is applied, comprising:
   a How do the modules incorporate and reflect the programme aims?
   b Are the learning outcomes aligned with the programme, QAA and SEEC descriptors, and QMUL’s own guidance?
   c Are module materials (e.g., reading lists and supporting study notes) produced in a consistent house style, and is that always appropriate?
   d Is there consistency in the format of contact hours (generally one 1-hour lecture and one 2-hour seminar per week) or is deviation from this justified on pedagogical grounds?
   e How is the module assessed and do(es) the assessment(s) address all the key learning objectives?
   f Are all the above questions also addressed satisfactorily for the e-learning component when that is developed?

3 **Programme practicalities**
   A number of operational aspects of the developing courses are addressed as rolling agenda items by the curriculum development group, including:
   a Marking schemes and turnaround times on summative assessment
   b Development and use of formative assessments
   c A system of internal peer review and quality control to be applied to all modules in development
   d Moderation of marking
   e Involvement of external examiners
   f Monitoring student progress (e.g., via termly progress meetings) and incorporating student feedback into course development
   g Timetabling, including alignment of BSc / MSc programmes

4 **Staff and resources**
   a Staff teaching load and balance with research load
   b Input from Centre staff other than key team
   c Appropriate selection and use of “guest lecturers”
   d Role of academic tutors, in particular in dealing with problems and in advising on and enabling progression

5 **Student recruitment**
   a Marketing and publicity material
   b Entrance requirements
   c Receipt of applications and making offers
   d Maintaining contact with students up to arrival
   e Exploring of possibilities for scholarships or other student support
   f For BSc students, integration of this new programme into the established intercalated BSc system
For BSc students, allocation of places to, and recruitment and selection of, external students

6 Student support and communications
   a Feedback sessions – one in each semester (with overview at end of second semester)
   b Dealing with complaints and other problems
   c Student Staff Liaison Committee (eg, through elected representative)
   d Evaluation forms for each module
   e Regular meetings with academic advisers
   f Dedicated academic member of staff for BSc students

7 Communication among staff
   a Core staff to meet at least fortnightly once programme has commenced
   b Documents relating to module and programme development, quality assurance, academic regulations, and other related matters are kept in a folder with shared access
   c All committee meetings to have agendas and minutes. The Education Strategy Group reports to the Centre Strategy Group. The chairs of this group, Centre leads Prof Sandra Eldridge and Prof Chris Griffiths report in turn to the director of the Blizard Institute.

It is not planned that the programmes will require any digression from standard QMUL Assessment Regulations and associated Progression and Award Regulations.
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Epidemiology and statistics
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: -

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Blizard Institute

Schools which will also be involved in teaching part of the module:
- Blizard Institute

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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<td>2014/15</td>
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</table>

Responsible School: Blizard Institute
Subject Exam Board: Primary Care PG
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core module for the MSc international primary health care, MSc global public health and policy, and MSc health systems and global policy.

This module introduces students to key epidemiological and statistical concepts and methods used in public health and primary care research and policy making. Students will be expected to understand, define, and use incidence, prevalence, and mortality rates; understand the principles of standardisation and survival analysis; understand how to differentiate between association and causation and hypothesis generation and testing; and understand the principles of screening criteria. The module will also equip students to critically appraise qualitative research evidence underpinning policy interventions designed to prevent, diagnose, and treat disease and ameliorate inequalities in health through an understanding of research study designs and statistical techniques, including tests of significance and confidence intervals.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School
Mike Curtis
Digitally signed by Mike Curtis
DN: cn=Mike Curtis, o=Queen Mary, ou=Blizard Institute of Cell and Molecular Science, ou=School of Life Sciences, c=GB
Date: 2012.02.10 12:53:22 Z

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Epidemiology and statistics

Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 1

Module Organiser: Prof Allyson Pollock & Dr Sally Kerry

Pre-requisite modules:
Co-requisite modules:
Health, illness and society;
Health inequalities and social determinants of health;
Health systems, economics and policy

Overlapping modules:

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The module will include case studies to explore contemporary policy debates and the influence of quantitative research studies on public health and primary care policy and government intervention programmes. The advantages and disadvantages of different study designs and their application to different research questions will be covered. Students will gain skills in summarising quantitative data, including routine morbidity and mortality measures and interpreting the results of commonly used statistical techniques.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module is intended to equip students for primary care and public health research, policy, and practice, and to enable them to engage in clinical policy debates around interventions designed to reduce social inequalities. They will be able to critically appraise the quality of research and clinical trials and will have the building blocks on which to build evidence based practice.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

### Academic Content:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A1</td>
<td>Identify appropriate data sources and apply a range of methods commonly used for summarising different types of quantitative data.</td>
</tr>
<tr>
<td>A2</td>
<td>Articulate the advantages and disadvantages of different study designs commonly encountered in public health and primary research.</td>
</tr>
<tr>
<td>A3</td>
<td>For a range of commonly encountered public health and primary care problems, identify the appropriate type of analysis depending on data type, study design, and research questions.</td>
</tr>
</tbody>
</table>

### Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td>B1</td>
<td>Critically appraise research papers and interpret results in the light of this appraisal.</td>
</tr>
<tr>
<td>B2</td>
<td>Interpret data from a set of tables and write a report.</td>
</tr>
<tr>
<td>B3</td>
<td>Critically assess statistics and epidemiological data and data sources reported in the media and used by parliament.</td>
</tr>
</tbody>
</table>

### Attributes:

<p>| | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>C1</td>
<td>Use quantitative data confidently and competently.</td>
</tr>
<tr>
<td>C2</td>
<td>Use information from research studies for evidence based decision making.</td>
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</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

**Teaching and Learning Profile**
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

| 1. Student / lecturer interaction | 10 x 1-hour lectures  
| | 10 x 2-hour group seminars face to face |

| 2. Student independent learning time | 120 hours independent study, comprising 20 hours background reading, 60 hours specific preparation / homework for seminars, 40 hours assignment |

| 1. + 2. Total module notional study hours | 150 notional study hours |

**Assessment Profile**
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
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</table>

**Reassessment**
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

**Section 1 - Summary Information**

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<thead>
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Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

**Responsible School / Institute**

Blizard Institute

**Schools which will also be involved in teaching part of the module**

**Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner**

**Responsible School**

SMD: Blizard Institute

**Subject Exam Board responsible for the module**

Primary Care PG

**Anticipated Student Registrations**

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<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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</table>
**Module Rationale**
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core module for the MSc international primary health care, MSc global public health and policy, and MSc health systems and global policy.

This module involves students in sociological analyses of health and illness experiences, and experiences of health care. In addition, as on other core modules in this programme (apart from Epidemiology and Statistics, which is entirely methodological), 25% of this module content and assessment is devoted to understanding methods and methodology pertinent to the areas of study discussed in the rest of the module. In this case, this will largely involve qualitative methods.

**Resource Requirements**

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Approval of New Module Proposal**

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

[Signatures]

Mike Curtis
Head(s) of School

[Signature]

[Signature]
Section 2 - Module Specification

Module Title Health, illness and society
Module Code
Credit Value 15 Level 7 Mode of Delivery On Campus Semester Semester 1
Module Organiser Prof Clive Seale

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Epidemiology and statistics</td>
<td>Health inequalities and social determinants of health; Health systems, economics and policy</td>
</tr>
</tbody>
</table>

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module involves sociological analyses of health and illness experiences, of experiences of health care, and an introduction to research methods relevant for carrying out such work. Topics within these broad headings will vary from one year to the next, but indicative content includes the sociology of the body, chronic illness and disability, provider-patient relations, medicalisation and the medical model, health social movements, mass media and health, and the sociology of bioethics

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module will provide students with the methodological and analytical skills needed to formulate a sociological understanding of health, illness and health care in contemporary societies. Students will grasp how social theories can be brought to bear on this field to develop this understanding, and they will be brought to a point where the potential of sociological work in helping to solve health and illness problems can be evaluated.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.


Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. **Student / lecturer interaction**
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

<table>
<thead>
<tr>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 x 1-hour lectures</td>
<td>75</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>10 x 2-hour group seminars face to face</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Student independent learning time**
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

- 120 hours independent study, comprising 20 hours background reading, 20 hours specific preparation / homework for seminars, 20 hours topic-based study, 60 hours assignment

1. + 2. **Total module notional study hours**
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay-style tutor marked assignment</td>
<td>Coursework</td>
<td>up to 3,000 words</td>
<td>75</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- [ ] Standard Reassessment
- [ ] Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coursework</td>
<td></td>
</tr>
</tbody>
</table>

Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full.
Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Health inequalities and the social determinants of health
Module Code: 
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: 

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Blizard Institute

Schools which will also be involved in teaching part of the module:

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:

N/A

Responsible School: Blizard Institute
Subject Exam Board responsible for the module: Primary Care PG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>30</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>2013/14</td>
<td>45</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>2014/15</td>
<td>60</td>
<td>10</td>
<td>65</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core module for the MSc international primary health care, MSc global public health and policy, MSc health systems and global policy.

All governments accept some responsibility for the allocation and distribution of resources throughout society and for the amelioration of inequalities in health within and across and countries. This module is concerned with the theories behind the social determinants of health and the mechanisms available to supra-regional bodies and national governments and policy makers in the allocation of resources. It provides an essential grounding in the social determinants of health and their relation with income and resource distribution at supranational and national level, the theories and methods that underpin policy making interventions, and the competing policy solutions. It will be grounded in the WHO Commission on Social Determinants of Health 2008.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School: Mike Curtis
Head(s) of supporting School: Mike Curtis
Section 2 - Module Specification

**Module Title**
Health inequalities and the social determinants of health

**Module Code**

**Credit Value** 15
**Level** 7
**Mode of Delivery** On Campus
**Semester** Semester 1

**Module Organiser**
Allyson Pollock

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Epidemiology and statistics; Health, illness and society; Health systems, economics, and policy</td>
<td></td>
</tr>
</tbody>
</table>

1) **Content Description**
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module will examine the theories and evidence underpinning social inequalities in health (defined as the unfair and avoidable differences in health status). It will consider structural/material and psychosocial theories, and hypothesis about social drift, self-selection, and genetics. Attention is given to the WHO Commission on Social Determinants of Health. Sources of data and measurement of scale of inequalities between and within groups are addressed. The module will consider association with income and distribution of money, resources, and power at global, national, and local level. Policy interventions and their different approaches will be explored including universal and targeted or selective approaches to reducing inequalities by reducing the inequitable distribution of power, money, and resources.

2) **Module Aims**
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module is intended to equip the student to critically examine the causes and the measurement of inequalities in health, and the nature and range of policy solutions available to remedy them. This module is intended to complement epidemiology & statistics, health, illness & society, and health systems, economics & policy modules, all of which provide complementary skills in the measurement of inequalities and issues of power in policy making process.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1</td>
</tr>
<tr>
<td>Critical understanding of theories of social determinants of health.</td>
</tr>
<tr>
<td>A 2</td>
</tr>
<tr>
<td>Knowledge of approaches to and methods of measurement of health inequalities.</td>
</tr>
<tr>
<td>A 3</td>
</tr>
<tr>
<td>Ability to critically appraise methods and approaches to measurement of health inequalities.</td>
</tr>
<tr>
<td>A 4</td>
</tr>
<tr>
<td>Ability to critically appraise universal and selective approaches to policy interventions and their origins.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 1</td>
</tr>
<tr>
<td>Critically analyse papers relating to inequalities and social determinants of health.</td>
</tr>
<tr>
<td>B 2</td>
</tr>
<tr>
<td>Critically appraise the consequences of different policy interventions.</td>
</tr>
<tr>
<td>B 3</td>
</tr>
<tr>
<td>Review findings with respect to policy interventions and determinants of health.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 1</td>
</tr>
<tr>
<td>A global perspective with respect to understanding inequalities in outcomes and social determinants of health.</td>
</tr>
<tr>
<td>C 2</td>
</tr>
<tr>
<td>Research and policy analysis capacity with respect to inequalities.</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

- WHO Commission on Social Determinants of Health (CSDH) 2008
Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

<table>
<thead>
<tr>
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<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 x 1-hour lectures</td>
<td></td>
<td>100%</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>10 x 2-hour group seminars face to face</td>
<td></td>
<td>100%</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

<table>
<thead>
<tr>
<th></th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
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</thead>
<tbody>
<tr>
<td>120 hours independent study, comprising 20 hours background reading, 20 hours specific preparation / homework for seminars, 20 hours topic-based study, 60 hours assignment</td>
<td></td>
<td>100%</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
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<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Answer Questions</td>
<td>Examination</td>
<td>1 hour</td>
<td>50%</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Written Assessment</td>
<td>Coursework</td>
<td>3000</td>
<td>50%</td>
<td>Yes</td>
<td>N/A</td>
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</tbody>
</table>

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

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</thead>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title
Health systems, economics, and policy

Module Code

Credit Value
15
Level
7
Module Type
MOD
Scheme
Taught Postgraduate

Start Date
September 2012

Proposed JACS Code
-

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute
Blizard Institute

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

<table>
<thead>
<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: Blizard Institute</td>
<td>Primary Care PG</td>
</tr>
</tbody>
</table>

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
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</tr>
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<td>60</td>
<td>5</td>
<td>65</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core module for the MSc international primary health care, MSc global public health and policy, MSc health systems and global policy.

All governments accept some responsibility for the allocation of health care throughout society and none leaves allocation entirely to the market. This module is concerned with the theories behind and mechanisms of government and market control in the health care system, and with the resource distributions that result. By contrasting integrated public with market-based health systems, the module provides an essential grounding in the description and analysis of major trends in health care policy both within the United Kingdom and internationally and also with the World Health Organization commitment to ‘health for all’.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School Mike Curtis

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School

Digitally signed by Mike Curtis
DN: cn=Mike Curtis, o=Queen Mary University of London, ou=Blizard Institute of Cell and Molecular Science, email=m.a.curtis@qmul.ac.uk, c=GB
Date: 2012.02.10 12:55:01 Z
## Section 2 - Module Specification

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Health systems, economics, and policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td></td>
</tr>
<tr>
<td>Credit Value</td>
<td>15</td>
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<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Mode of Delivery</td>
<td>On Campus</td>
</tr>
<tr>
<td>Semester</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Module Organiser</td>
<td>David Price</td>
</tr>
</tbody>
</table>

### Pre-requisite modules
- Epidemiology and statistics;
- Health, illness and society;
- Health inequalities and social determinants of health.

### Co-requisite modules

### Overlapping modules

#### 1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

In this module we address the fundamental public health question of how best to organise health care in order to achieve universal coverage. We will be particularly concerned with the ways in which health care systems differ from the perspective of access to services among social groups within the population, and also with the distributive effects of different organising principles such as market and public control. Consideration will also be given to the arguments for market reforms as governments adopt policies of cost containment in health spending.

#### 2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

To enable students to analyse and evaluate health care systems in both developed and developing countries from the perspective of access to diagnostic and curative services.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

### Academic Content:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Mechanisms for sharing the costs of ill health employed in different health systems.</td>
</tr>
<tr>
<td>A2</td>
<td>Economic and public health theories underpinning cost-sharing models.</td>
</tr>
<tr>
<td>A3</td>
<td>Standard methods for describing and comparing models of financial risk allocation, resource allocation, and needs-based planning.</td>
</tr>
</tbody>
</table>

### Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Analyse health care systems from the perspective of equity of access.</td>
</tr>
<tr>
<td>B2</td>
<td>Critically appraise evidence supporting health care policy.</td>
</tr>
<tr>
<td>B3</td>
<td>Synthesise findings with respect to equity of access and universal health care.</td>
</tr>
<tr>
<td>B4</td>
<td></td>
</tr>
</tbody>
</table>

### Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Research and policy analysis capacity with respect to public health</td>
</tr>
<tr>
<td>C2</td>
<td>A global perspective with respect to access to health care</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

**Teaching and Learning Profile**

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

### 1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

- 10 x 1-hour lectures
- 10 x 2-hour group seminars

### 2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

- 120 hours independent study, comprising 20 hours background reading, 20 hours seminar preparation, 20 hours topic-based study, 60 hours assignment

### 1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

- 150 notional study hours

**Assessment Profile**

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
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</thead>
<tbody>
<tr>
<td>Essay-style tutor marked assignment</td>
<td>Coursework</td>
<td>3000 words</td>
<td>100</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Reassessment**

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ☐ Standard Reassessment
- ☐ Synoptic Reassessment

**Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)**

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Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Primary health care: theory and practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Value</td>
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<tr>
<td>Level</td>
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<td>Module Type</td>
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<td>January 2013</td>
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<tr>
<td>Proposed JACS Code</td>
<td>-</td>
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</table>

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute
Blizard Institute

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner
N/A

<table>
<thead>
<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
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</thead>
<tbody>
<tr>
<td>5MD: Blizard Institute</td>
<td>Primary Care PG</td>
</tr>
</tbody>
</table>

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
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<td>15</td>
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<tr>
<td>2013/14</td>
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<td>3</td>
<td>15</td>
</tr>
<tr>
<td>2014/15</td>
<td>15</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a compulsory module for the MSc international primary health care, and an elective for the MSc global public health and policy, and MSc health systems and global policy.

High quality primary health care is the cornerstone of an efficient, effective, and equitable health system. Many countries are seeking to shift from a hospital-led health care system to one characterised by a strong primary care sector. The primary health care model provides the internationally established norm for attaining the World Health Organization’s commitment to ‘health for all’. This vision for developing primary care is widely held but depends critically on capacity building to produce research leaders, educators, and policy-makers.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School: Mike Curtis

Head(s) of School: Mike Curtis

Head(s) of School: Mike Curtis
Section 2 - Module Specification

Module Title: Primary health care: theory and practice

Credit Value: 15

Level: 7

Mode of Delivery: On Campus

Semester: Semester 2

Module Organiser: Professor Trisha Greenhalgh

Pre-requisite modules:

Co-requisite modules:
Epidemiology and statistics; Health, illness and society; Health inequalities and social determinants of health;

Overlapping modules:

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

Students will cover the following through a combination of self study, group seminars, lectures and project work:

• the many and varied models of primary health care across the world

• the commonalities of good primary care provision across different structures and systems

• links between primary care (individual and family focus) and public health (community and population focus)

• management of chronic illness and multimorbidity

• the therapeutic relationship and continuity of care

• uncertainty and complexity in primary care and the challenges arising from this

• quality in primary care - definitions and approaches

• lifelong learning and reflective practice

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module aims to introduce students to the academic study of primary health care. The focus will be on primary care as a practice that is informed by a number of primary disciplines, including but not limited to biomedicine, epidemiology, sociology, anthropology and psychology.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
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<tr>
<td><strong>A2</strong></td>
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<td><strong>A3</strong></td>
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<tr>
<th>Disciplinary Skills - able to:</th>
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<tbody>
<tr>
<td><strong>B1</strong></td>
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<td><strong>B2</strong></td>
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<td><strong>B3</strong></td>
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<td><strong>C1</strong></td>
</tr>
<tr>
<td><strong>C2</strong></td>
</tr>
<tr>
<td><strong>C3</strong></td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

**BOOKS**

EXAMPLE JOURNAL ARTICLES

Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

<p>| | |</p>
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</table>

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

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1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

<p>| | |</p>
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Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
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<th>Brief Description of Assessment</th>
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<td>Coursework</td>
<td>3000 words</td>
<td>100</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

<table>
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<tr>
<th>Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)</th>
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<tbody>
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<td>Brief Description of Assessment</td>
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<tr>
<td>Coursework</td>
</tr>
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Section 3 - Alternative Assessment Arrangements for Associate Students
This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Social Determinants of Health: Ecological Approaches</th>
<th>Module Code</th>
<th>GEG7501</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Value</td>
<td>15</td>
<td>Level</td>
<td>7</td>
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<tr>
<td>Module Type</td>
<td>MOD</td>
<td>Scheme</td>
<td>Taught Postgraduate</td>
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<tr>
<td>Start Date</td>
<td>January 2013</td>
<td></td>
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<tr>
<td>Proposed JACS Code</td>
<td>L700 Human and Social Geography</td>
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</tbody>
</table>

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute: School of Geography

Schools which will also be involved in teaching part of the module: School of Geography

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
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<tr>
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<td>30</td>
</tr>
<tr>
<td>2014/15</td>
<td>20</td>
<td>10</td>
<td>45</td>
</tr>
</tbody>
</table>

Responsible School: SMD: Blizard Institute

Subject Exam Board responsible for the module: Public Health PG

Anticipated Student Registrations
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

Social Determinants of Health: Ecological Approaches is a compulsory specialist module for the MSc Global Public Health & Policy and an optional module for MSc in Health Systems & Global Policy and MSc International Primary Care.

This module aims to give students an understanding of the key socio-environmental determinants of health and health inequality. It will cover concepts fundamental to the study of population health from geographical, sociological, and epidemiological literatures and will allow you to engage with the recent emphasis on understanding group-level contextual (ecological) social and physical determinants of health (e.g. built environment, community social capital, racism and discrimination). In addition, the section will examine key theoretical concepts such as deprivation amplification, explore the relative merits of psycho-social and neo-materialist approaches, and introduce recent debates relating to the eco-social perspective.

Resource Requirements
By school responsible for module  Nil
By any other Queen Mary school or collaborative institution  Nil

Approval of New Module Proposal
The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School  

Head(s) of supporting School  

Head(s) of supporting School  

Head(s) of supporting School  

Head(s) of supporting School  

Head(s) of supporting School  

Section 2 - Module Specification

Module Title: Social Determinants of Health: Ecological Approaches
Module Code: GEG7501

Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2

Module Organiser: Professor Steven Cummins

Pre-requisite modules
Co-requisite modules
Overlapping modules

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module aims to give students an understanding of the key socio-environmental determinants of health and health inequality. It will cover concepts fundamental to the study of population health from geographical, sociological, and epidemiological literatures and will allow you to engage with the recent emphasis on understanding group-level contextual (ecological) social and physical determinants of health (e.g. built environment, community social capital, racism and discrimination). In addition, the section will examine key theoretical concepts such as deprivation amplification, explore the relative merits of psycho-social and neo-materialist approaches, and introduce recent debates relating to the eco-social perspective.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module explores the socio-ecological determinants of poor health, death, and disease in the nations that constitute the global North. The section begins by introducing you to the broad topic of the social determinants of health and to the importance of population level (ecological) explanations. Additionally, you will be introduced to debates relating to ‘context’ and ‘composition’ and the development of eco-social theory. Once in place, the section moves on to explore specific determinants of health inequalities: income, social capital and community cohesion, discrimination, and the built environment. Each of these sessions will draw on specific examples to help illustrate the key themes being explored. This part of the module is then brought to a conclusion in two ways: firstly, you are encouraged to engage with dominant explanations for the inequalities that we observe and, secondly, to consider public health interventions designed to overcome them.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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<td>C3</td>
</tr>
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4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.


**Teaching and Learning Profile**

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

**1. Student / lecturer interaction**

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

- 11 x 1-hour lectures
- 11 x 1-hour group seminars face to face

**2. Student independent learning time**

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

- 128 hours independent study, comprising 22 hours background reading, 22 hours specific preparation / homework for seminars, 22 hours topic-based study, 62 hours assignment

**1. + 2. Total module notional study hours**

 Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

- 150 notional study hours

**Assessment Profile**

Provide details of the assessment methods used to assess the achievement of learning outcomes.

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<tbody>
<tr>
<td>Coursework Essay</td>
<td>Coursework</td>
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<td>100%</td>
<td>Yes</td>
<td>50</td>
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</table>

**Reassessment**

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.
Standard Reassessment  ☐ Synoptic Reassessment

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<tr>
<th>Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)</th>
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Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click ‘Add Alternative Assessment’.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module (Semester A)’.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module (Semester B)’.
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Globalisation and health care reform
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: January 2013
Proposed JACS Code: -

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Blizard Institute

Schools which will also be involved in teaching part of the module:

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:
N/A

Responsible School: Blizard Institute
Subject Exam Board responsible for the module: Public Health PG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
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<tr>
<td>2014/15</td>
<td>30</td>
<td>1</td>
<td>25</td>
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</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a compulsory module for the MSc health systems and global policy, and an elective module for the MSc international primary health care and MSc global public health and policy.

This module will introduce students to the core concepts and theories of economic analysis that have underpinned the global trend towards health care reform. Conventional economic analyses of health policy will be examined and contrasted with public health approaches to health care planning. Particular attention is given to the impact of commercialisation on health care systems as a result of the international policy of increased private provision of public services. Closer involvement of the private sector in the planning and provision of public services has a range of practical and normative implications of which policy analysts need to be aware.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Michael Curtis

Digitally signed by Mike Curtis
DN: cn=Mike Curtis, ou=Blizard Institute of Cell and Molecular Science, email=m.a.curtis@qmul.ac.uk, c=GB
Date: 2012.02.10 12:59:03 Z

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Globalisation and health care reform
Module Code: 
Credit Value: 15  Level: 7  Mode of Delivery: On Campus  Semester: Semester 2
Module Organiser: David Price

Pre-requisite modules
Co-requisite modules
Overlapping modules

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

In this module we examine the equity and cost effects of key financing and resource allocation methods associated with the health system reform agenda. Particular attention is given to the impact of commercialisation on the role and methods of health care needs assessment and needs-based resource allocation. Key reform concepts including integration and decentralisation are examined.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

To examine methods and processes of health care system privatisation and to examine critically the consequences with respect to arrangements for risk pooling, equity, and efficiency.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
<tr>
<td>A4</td>
</tr>
</tbody>
</table>

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<th>Disciplinary Skills - able to:</th>
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</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

### Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

#### 1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 x 1-hour lectures</td>
<td></td>
</tr>
<tr>
<td>10 x 2-hour group seminars</td>
<td></td>
</tr>
</tbody>
</table>

#### 2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>120 hours independent study</td>
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<td>20 hours seminar preparation</td>
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</tr>
<tr>
<td>20 hours topic-based study</td>
<td></td>
</tr>
<tr>
<td>60 hours assignment</td>
<td></td>
</tr>
</tbody>
</table>

### Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

<table>
<thead>
<tr>
<th>Total Notional Study Hours</th>
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<tbody>
<tr>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

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<tr>
<th>Brief Description of Assessment</th>
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<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
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</thead>
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<tr>
<td>Tutor marked assignment</td>
<td>Coursework</td>
<td>3000 words</td>
<td>100%</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- [ ] Standard Reassessment
- [ ] Synoptic Reassessment

#### Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

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Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Patients, quality and safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Value</td>
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</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Module Type</td>
<td>MOD</td>
</tr>
<tr>
<td>Scheme</td>
<td>Taught Postgraduate</td>
</tr>
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</tr>
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<td>Proposed JACS Code</td>
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</table>

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Blizard Institute

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

N/A

Responsible School | Subject Exam Board responsible for the module
SMD: Blizard Institute | Primary Care PG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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</tr>
<tr>
<td>2013/14</td>
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</tr>
<tr>
<td>2014/15</td>
<td>12</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is an elective module for the MSc international primary health care, MSc global public health and policy, and MSc health systems and global policy.

The module involves students in critically exploring the principles and practices of quality and safety in health care, and considering the role of human and system factors in shaping health care practices (such as the role of patients, policies, communication, and regulation). Part of this module content is devoted to understanding the methods and tools pertinent to addressing patient safety and quality concerns, including patient-oriented approaches and those essential for audit and health care improvement.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Nil</th>
</tr>
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<tbody>
<tr>
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Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

[Signature]
Mike Curtis
Head(s) of School

[Signature]
Head(s) of supporting School

[Signature]
Head(s) of supporting School

[Signature]
Head(s) of supporting School
Section 2 - Module Specification

Module Title: Patients, quality and safety

Module Code: 

Credit Value: 15

Level: 7

Mode of Delivery: 

Semester: Semester 2

Module Organiser: Dr Sara Shaw

Pre-requisite modules: 

Co-requisite modules: 

Overlapping modules: 

1) Content Description

This module will critically explore the principles and practices of quality and safety in health care. Through a combination of lectures, group seminars, self study and project work students will learn about the history of quality and safety movements, the contribution of different disciplines (e.g., psychology, sociology, management) to understanding quality and safety, the relevance of work undertaken in other industries, the way components of health care systems affect quality and safety, and the various methods and tools for reducing risk, improving quality and safety and implementing change.

2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

To enable students to:
1. consider 'quality and safety' as an emerging movement in health care
2. examine the trend towards formalisation of health care practices
3. critically explore the theoretical and evidence base for quality and safety policies and practices
4. examine the role that patients can play in improving the quality and safety of health care
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

**BOOKS**

**EXAMPLE JOURNAL PAPERS**
Bate P, Robert G (2006) Experience based design: from redesigning the system around the patient to co-designing services with the patient. Quality and Safety in Health Care 15: 5. 307-310.

WEB-SITES
Patient Safety First, http://www.patientsafetyfirst.nhs.uk

Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

| 10 x 1-hour lectures |
| 10 x 2-hour group seminars face to face |

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

| 120 hours independent study, comprising 20 hours background reading, 20 hours specific preparation / homework for seminars, 20 hours topic-based study, 60 hours assignment |

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

| 150 notional study hours |

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

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Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
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**Section 3 - Alternative Assessment Arrangements for Associate Students**

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

**Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)**

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

**Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)**

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Globalisation and contemporary medical ethics

Module Code

Credit Value: 15

Level: 7

Module Type: MOD

Scheme: Taught Postgraduate

Start Date: January 2013

Proposed JACS Code: -

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Blizard Institute

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

N/A

Responsible School | Subject Exam Board responsible for the module

SMD: Blizard Institute | Primary Care PG

Anticipated Student Registrations

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<tr>
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Module Rationale
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This is an elective module for the MSc international primary health care, MSc global public health and policy, MSc health systems and global policy.

The past four decades or so have seen the decline of local systems of medical ethics and their ongoing supersession by a single global new one, also known as 'biomedical ethics'. The doctrine of informed consent, respect for the patient's autonomy, the discourse on allocation of scarce resources, national and international oversight committees, and the academic-clinical discipline of bioethics - all are now accepted worldwide, reflecting a process of globalisation/harmonisation of medical ethics. This new globalised core ethic is supposed to regulate the relations both among health care providers—the state, the medical industry, health care and academic institutions, staff, and scientists—as well as between them and other stakeholders, notably the patient, the human researchee, and the public.

This module differs from conventional modules on medical ethics in that it does not treat its object philosophically, but rather historically. Indeed, it attempts to define the ethical transformation in terms of both form and content, identify its social beneficiaries and victims, and provide competing historical explanations for its emergence and evolution.

The conclusions of the discussion will have no necessary philosophical, ie, justificatory, implications; however, they may cast a new counterintuitive light on the entire enterprise, and prompt us to reconsider our ethical and philosophical choices.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Nil</th>
</tr>
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<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
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</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School: Mike Curtis
Head(s) of supporting School
**Section 2 - Module Specification**

<table>
<thead>
<tr>
<th>Module Title</th>
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<tbody>
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<td>Credit Value</td>
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<td>Level</td>
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<tr>
<td>Mode of Delivery</td>
<td>On Campus</td>
</tr>
<tr>
<td>Semester</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Module Organiser</td>
<td>Dr Miran Epstein</td>
</tr>
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</table>

**Pre-requisite modules**

**Co-requisite modules**

**Overlapping modules**

### 1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The module will take the student on a journey through seven major areas of contemporary medical ethics:

* consent and consensus
* medical confidentiality
* the discourse on distributive justice
* human and animal research ethics
* end-of-life ethics
* transplant ethics
* reproductive ethics

The introductory presentation of each of these topics will be followed by a critical discussion on their possible history and on the theoretical and practical implications of the competing conclusions.

### 2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

1. The first aim of the module is to construct general definitions of ethics and medical ethics and compare them with existing definitions.
2. The second aim is to construct a general historical theory of ethics.
3. The third aim is to show that medical ethics is actually being globalised, and to introduce its major elements.
4. The fourth aim is to show the critical advantage of a historical reflection on contemporary medical ethics over the traditional philosophical reflection.
5. The fifth aim is to present the major competing historical narratives concerning the emergence and evolution of the ethical transformation in medicine and assess the explanatory value of each.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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<td>C4</td>
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</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Jonsen A. A Short History of Medical Ethics. OUP 2008.
**Teaching and Learning Profile**
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

### 1. Student / lecturer interaction
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<p>| | |</p>
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### 2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

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<tr>
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<tr>
<td>Written assessment</td>
<td>Coursework</td>
<td>3000 words</td>
<td>100</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Reassessment**
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ☐ Standard Reassessment
- ☐ Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

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<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

| Module Title | Research appraisal and synthesis |
| Credit Value | 15 |
| Level | 7 |
| Module Type | MOD |
| Scheme | Taught Postgraduate |
| Start Date | January 2013 |
| Proposed JACS Code | - |

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute | Blizard Institute

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

N/A

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>8</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>2013/14</td>
<td>8</td>
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<td>10</td>
</tr>
<tr>
<td>2014/15</td>
<td>8</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

Responsibility School | Subject Exam Board responsible for the module

SMD: Blizard Institute | Primary Care PG
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is an elective module for the MSc in International Primary Health Care, MSc in Global Public Health Policy, and MSc in Health Systems and Global Policy. It may also be of interest to students studying on other MSc programmes which require critical appraisal of health services research literature. This module will provide a good foundation for a student who seeks to go on to do a systematic review of the literature.

A great deal of research on health services and clinical interventions is published annually. Not all of this is high quality. Practice must continually evolve, however, based on the best research available. It is essential that healthcare practitioners and others who seek to use this research can weigh up published evidence and make sensible decisions as to whether it should alter practice or not. This module promotes the skills for students to be able to appraise research evidence and synthesise evidence from different sources in order to inform decisions and improve practice. Students will also be encouraged to consider implications for health policy.

Resource Requirements

<table>
<thead>
<tr>
<th>Resource Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>By school responsible for module</td>
</tr>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School: Mike Curtis
Digitally signed by Mike Curtis
DN: cn=Mike Curtis, o=Queen Mary, ou=Blizard Institute of Cell and Molecular Science, email=m.a.curtis@qmul.ac.uk, c=GB
Date: 2012.02.10 12:57:03 Z

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Research appraisal and synthesis
Module Code:
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: Dr Catherine Meads

Pre-requisite modules
- Epidemiology and statistics

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

A great deal of research on health services and clinical interventions is published annually. Not all of this is high quality. Practice must continually evolve, however, based on the best research available. It is essential that healthcare practitioners and others who seek to use this research can weigh up published evidence and make sensible decisions as to whether it should alter practice or not. This module promotes the skills for students to be able to appraise research evidence and synthesise evidence from different sources in order to inform decisions and improve practice. Students will also be encouraged to consider implications for health policy.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This programme aims to develop students’ skills to continually update their clinical practice as new research evidence becomes available. They will learn how to look for the different types of research designs to answer different types of questions such as what causes a condition, how common it is, what is the prognosis, how accurate are diagnostic tests, how effective are treatments and what are their harms, and how can we measure the patient experience. Students will also consider the kinds of evidence (which may be heterogeneous and multifaceted) that may be used in policymaking.

This module will provide a good foundation for a student who seeks to go on to do a systematic review of the literature.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong> Knowledge of the different types of research question in health services research and the different problems these address</td>
</tr>
<tr>
<td><strong>A2</strong> Knowledge of the principles of critical appraisal and evidence-based practice</td>
</tr>
<tr>
<td><strong>A3</strong> Knowledge of the principles of systematic literature review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong> Select an appropriate study design for a healthcare question</td>
</tr>
<tr>
<td><strong>B2</strong> Search medical databases for literature on a chosen topic</td>
</tr>
<tr>
<td><strong>B3</strong> Critically appraise a randomised controlled trial</td>
</tr>
<tr>
<td><strong>B4</strong> Critically appraise a systematic review</td>
</tr>
<tr>
<td><strong>B5</strong> Write a specification for a research synthesis project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong> Critical engagement with research evidence</td>
</tr>
<tr>
<td><strong>C2</strong> Ability to assimilate and synthesise a large body of information</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

### Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. **Student / lecturer interaction**
   - Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.
   - 30 hours total over 10 weeks, comprising 15 hours of seminars, 10 hours of interactive lectures, and 5 hours computer lab work.

2. **Student independent learning time**
   - Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.
   - 120 hours total, comprising 6 hours per teaching session in preparation and reading time (total 60 hours) and 90 hours for the preparation of the assessment.

1. + 2. **Total module notional study hours**
   - Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

### Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protocol for a systematic review</td>
<td>Coursework</td>
<td>Word limit appropriate to the protocol in agreement with the module organiser</td>
<td>50</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>Critical appraisal of a research paper</td>
<td>Coursework</td>
<td>3000 words</td>
<td>50</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- **Standard Reassessment**
- **Synoptic Reassessment**
Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>

Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

### Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Migration, culture and health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Value</td>
<td>15</td>
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<tr>
<td>Level</td>
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<td>Module Type</td>
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<td>Scheme</td>
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<td>Start Date</td>
<td>January 2013</td>
</tr>
<tr>
<td>Proposed JACS Code</td>
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</table>

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

**Responsible School / Institute:** Blizard Institute

**Schools which will also be involved in teaching part of the module:**

- School of Languages, Linguistics & Film

**Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:**

N/A

### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>2014/15</td>
<td>20</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is an elective module for the MSc international primary health care, MSc global public health and policy, MSc health systems and global policy.

This module will introduce students to a range of health-related issues that arise in the context of migration and cultural difference. It will play an important part in informing students of the challenges to health care that arise in the contexts of human mobility, migration, and cultural difference. This module will consider key facets of migration in order to understand and assess the consequences for health and the risks to health posed by migration. Equally, the module will explore the ways in which migration is embarked upon with a view to attaining what many believe will be ‘a better life’, which implies a healthy life.

Resource Requirements

<table>
<thead>
<tr>
<th>Resource Requirements</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>By school responsible for module</td>
<td>Nil</td>
</tr>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Mike Curtis

Digitally signed by Mike Curtis
DN: cn=Mike Curtis, o=Queen Mary, ou=Blizard Institute of Cell and Molecular Science, email=m.a.curtis@qmul.ac.uk, c=GB
Date: 2012.02.10 12:57:18 Z

Ruediger Goerner

Digitally signed by Ruediger Goerner
DN: cn=Ruediger Goerner, o=Queen Mary, ou=School of Languages, Linguistics and Film, email=r.goerner@qmul.ac.uk, c=GB
Date: 2012.02.13 12:24:33 Z

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Migration, culture and health
Module Code: 

Credit Value: 15  Level: 7  Mode of Delivery: On Campus  Semester: Semester 2

Module Organiser: 

Pre-requisite modules Co-requisite modules Overlapping modules

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

Students are introduced to health-related issues that arise in the context of migration, relocation, settlement, and diaspora. The module will
- introduce theories of migration (borders, transnationalism, transculturalization, alterity, risk) to understand migration patterns, flows, and settlement in both developing and developed nations
- examine the main theories underlying the study of the migration-health relationship: migrant categories (gender, social class, etc) and health, cultural variants of migration-health nexus, etc
- consider challenges to health posed by migration, mobility, forced displacement, border crossings, and transnational or transcultural moves
- consider challenges to health that arise in diasporas: cultural differences and beliefs, linguistic barriers, the management of chronic illnesses, etc.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aim of this module is to increase awareness of a range of contingent factors that affect health in the context of migration, as well as to provide a conceptual framework within which these issues can be considered and analysed.

In order to do so, the module will consist of three related parts that, together, will consider issues of migration and health from different perspectives. The first will introduce students to categories and typologies of migration, as well as to related concepts, such as borders, alterity, risk, mobility, diaspora, transnationalism and transculturation. This conceptual focus will serve to lay a theoretical framework on debates and analyses of migration and health and therefore will serve as conceptual and typological routes through which to understand questions of health in the context of migration. The second part of the module will examine health risks posed by migration, both to migrants and to host communities. The third part of this module will focus on health-related issues that arise among immigrant communities, with particular emphasis on chronic illness and cultural beliefs.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
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</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
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<tr>
<td>A3</td>
</tr>
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<td>A4</td>
</tr>
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<td>A5</td>
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<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
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</thead>
<tbody>
<tr>
<td>B1</td>
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<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
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<td>B4</td>
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<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

- 11 contact weeks of 2 hours each:
  - 11 x 1-hour lectures
  - 11 x 1-hour seminars with student group work and presentations

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

- 128 hours comprising 22 hours background reading, 22 hours specific preparation / homework for seminars, 24 hours topic-based study, 60 hours assignment

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

- 150 notional study hours

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
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<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar presentation</td>
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</tr>
<tr>
<td>Assignment</td>
<td>Coursework</td>
<td>5000</td>
<td>75%</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.
Standard Reassessment  Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
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<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

Section 3 - Alternative Assessment Arrangements for Associate Students

This section **must only** be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click ‘Add Alternative Assessment’.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in **Semester A**. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module (Semester A)’.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in **Semester B**. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module (Semester B)’. 
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Human rights and public health
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: January 2013
Proposed JACS Code: -

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: School of Law

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner
N/A

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>10</td>
<td>5</td>
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<td>2013/14</td>
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</tr>
<tr>
<td>2014/15</td>
<td>20</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is an elective module for the MSc international primary health care, MSc global public health and policy, and MSc health systems and global policy. Cross-listed in LLM (General), LLM (Medical Law) and LLM (Human Rights).

This module will introduce students to the core concepts and theories of international human rights law, ethics and policy that underpin contemporary global healthcare ethics and international public health practice. Particular attention is paid to: the legal normative basis of human rights and health; the interaction between the protection/promotion of public health and the protection/promotion of human rights; the international cooperative frameworks for health and human rights; the ethical debates around the human rights framework in general and specific case studies in health and human rights; and the institutional, economic and political challenges faced by health and human rights worldwide.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Peter Alldridge

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School

Mike Curtis

Digitally signed by Peter Alldridge
DN: cn=Peter Alldridge, c=GB, o=Queen Mary UoL, ou=Law Department
Reason: I am approving this document
Date: 2012.02.14 10:20:52 Z

Digitally signed by Mike Curtis
DN: cn=Mike Curtis, o=Queen Mary, ou=Blizard Institute of Cell and Molecular Science
Reason: I am approving this document
Date: 2012.02.10 13:52:01 Z
Section 2 - Module Specification

Module Title: Human rights and public health
Module Code:
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: Prof Richard Ashcroft

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
</table>

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module will introduce students to the core concepts and theories of international human rights law, ethics and policy that underpin contemporary global healthcare ethics and international public health practice. Particular attention is paid to: the legal normative basis of human rights and health; the interaction between the protection/promotion of public health and the protection/promotion of human rights; the international cooperative frameworks for health and human rights; the ethical debates around the human rights framework in general and specific case studies in health and human rights; and the institutional, economic and political challenges faced by health and human rights worldwide.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

To examine the normative and empirical bases for the protection and promotion of human rights and public health in their international contexts; and to analyse specific case studies in the field of health and human rights.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

# Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

## 1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

<table>
<thead>
<tr>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 x 1-hour lectures</td>
<td></td>
</tr>
<tr>
<td>10 x 2-hour group seminars</td>
<td></td>
</tr>
</tbody>
</table>

## 2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

<table>
<thead>
<tr>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 hours independent study, comprising 20 hours background reading, 20 hours seminar preparation, 20 hours topic-based study, 60 hours assignment</td>
<td></td>
</tr>
</tbody>
</table>

## 1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

<table>
<thead>
<tr>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>150 notional study hours</td>
<td></td>
</tr>
</tbody>
</table>

# Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor marked essay</td>
<td>Coursework</td>
<td>3000 words</td>
<td>100%</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

# Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

| Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details) | |
|---------------------------------------------------------------|-----------------|-----------------------------------------------|-----------------------|-----------------------------|------------------------------------------|
| Brief Description of Assessment | Assessment Type | Duration / Length of Examination / Coursework | Examination |
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Intellectual property, medicine and health
Module Code: [Blank]
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: January 2013
Proposed JACS Code: [Blank]

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Centre for Commercial Law Studies

<table>
<thead>
<tr>
<th>Schools which will also be involved in teaching part of the module</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: Blizard Institute</td>
<td>Primary Care PG</td>
</tr>
</tbody>
</table>

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>6</td>
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<td>25</td>
</tr>
<tr>
<td>2013/14</td>
<td>8</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>2014/15</td>
<td>10</td>
<td>5</td>
<td>35</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is an elective module for the MSc International Primary Health Care, MSc Global Public Health and Policy, and MSc Health Systems and Global Policy.

The module is run concurrently with the LLM Intellectual Property Aspects of Medicine module (CCLS), 2nd term, as a series of weekly seminars on particular discussion topics (such as pharmaceuticals, access to medicines, property and human tissue, genetic privacy, tissue sampling and collection), for which readings will be provided in advance. Students are encouraged to think critically about the readings and topics each week, and to be prepared to contribute ideas and analysis. The module provides an essential working knowledge in the interaction between commercial and legal frameworks for health industries and global access to health and development, policy arguments and developments, and socio-political context for reform, giving students a thorough grounding in the relevant issues as well as the ability to think critically about current and future developments. Seminars are designed to motivate diverse opinions and to generate stimulating discussion and students are encouraged to contribute freely to the debate.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).
Section 2 - Module Specification

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Intellectual property, medicine and health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td></td>
</tr>
<tr>
<td>Credit Value</td>
<td>15</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Mode of Delivery</td>
<td>On Campus</td>
</tr>
<tr>
<td>Semester</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Module Organiser</td>
<td>Prof Johanna Gibson</td>
</tr>
<tr>
<td>Pre-requisite modules</td>
<td></td>
</tr>
<tr>
<td>Co-requisite modules</td>
<td></td>
</tr>
<tr>
<td>Overlapping modules</td>
<td></td>
</tr>
</tbody>
</table>

1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This seminar-based module examines the categories of intellectual property and the sources of intellectual property law (national, regional, and international) relevant to medical research, development and public health. In particular, the module examines the way in which intellectual property developments interact with ethical and socio-economic aspects of medicine, development and human rights (in particular the right to health, the right to development and access to medicines). Students will be introduced to patent law, trade marks and other related aspects of intellectual property laws relevant to medical innovation, research, and public health. Discussion topics will consider especially the relationship between intellectual property frameworks and the various industries contributing to medical innovation, the possible interaction with research practices and developments, and the consequences for various questions of public health, including individual property, access to products and information and human rights in health and development.

2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module is intended to introduce students to the wider socio-economic and policy environment for legal regulation of medicines and their commercial markets, with a particular emphasis on intellectual property, pharmaceuticals and access to medicine. Students will also be provided with the tools to understand the various overlapping and conflicting rights, in particular competition law and human rights, including the right to health, right to development, right to cultural participation and access to medicines. The module is intended to equip students with the skills to examine critically the social, economic, cultural and political factors for intellectual property, global health and access to medicines. Students will also be exposed to the necessary critical tools for relevant and comprehensive policy analysis, debate and development in the relevant areas of intellectual property and health.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>Critical understanding of the rationale and operation of intellectual property in the health industries</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>Critical understanding of the relevant socio-economic and legal context for intellectual property, including human rights and competition</td>
</tr>
<tr>
<td>A3</td>
</tr>
<tr>
<td>Ability to appraise critically relevant policy, legal, economic and other arguments related to intellectual property and health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>Critically analyse papers relating to intellectual property and health</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>Critically appraise the consequences of different policy and legal interventions</td>
</tr>
<tr>
<td>B3</td>
</tr>
<tr>
<td>Review current developments and consider future developments with respect to policy interventions, legal developments as well as developments in international trade and public health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>A global perspective with respect to access to medicinal products and public health</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>Research and policy analysis capacity with respect to the socio-economic, cultural and policy aspects of intellectual property and public health</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

The course recommended text is Gibson J (2009) Intellectual Property, Medicine and Health: Current Debates, Farnham, Ashgate.
Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

10 x 2 hour group seminars face to face

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

130 hours independent study, comprising 25 hours background reading, 25 hours specific preparation/homework for seminars, 20 hours topic-based study, 60 hours assignment

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

150 notional study hours

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay Questions</td>
<td>Examination</td>
<td>2 hour</td>
<td>100%</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

☐ Standard Reassessment  ☐ Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Managing innovation and change in health systems: policy and practice
Module Code: 
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: January 2013
Proposed JACS Code: -

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: School of Business & Management

Schools which will also be involved in teaching part of the module:

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:
N/A

Responsible School | Subject Exam Board responsible for the module
--- | ---
School of Business and Management | Business and Management PG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>10</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>2013/14</td>
<td>15</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>2014/15</td>
<td>20</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is an elective module for the MSc international primary health care, MSc global public health and policy, MSc health systems and global policy.

This module will consider a variety of policy interventions and internal change programmes aimed at improving health systems and patient care and analyse the practical outcomes/effects at an institutional, organisational and individual level drawing on theories and frameworks from the field of organisational theory / behaviour. The distinctive characteristics of public and private health systems and health professionals which might constrain or enable innovation and change will therefore be subject to critical examination in order to develop informed awareness of the specific challenges facing policy analysts and internal change agents aiming to promote improved patient services and treatments.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
# Section 2 - Module Specification

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Managing innovation and change in health systems: policy and practice</th>
<th>Module Code</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Credit Value</th>
<th>15</th>
<th>Level</th>
<th>7</th>
<th>Mode of Delivery</th>
<th>On Campus</th>
<th>Semester</th>
<th>Semester 2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Module Organiser</th>
<th>Prof Maxine Robertson</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
</table>

## 1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

In this module we examine the specific challenges of promoting change and innovation in health systems for improved patient care. Students will be expected to critically explore real cases by applying organisational theories and frameworks concerned with issues such as change, power, group dynamics, professional identity, communication etc. and consider the following (i) why innovation did or did not occur; (ii) why innovations do or do not diffuse; (iii) why change may be resisted or fails to produce anticipated outcomes; and (iv) what could have been done differently. Particular attention will be given to the distinctive characteristics of health systems and health professionals which serve to generate a unique context for promoting and enabling innovation and change.

## 2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module will provide students with the analytical skills needed to formulate a theoretical and practical understanding of the challenges of promoting innovation and change in contemporary health systems for improved patient care. Students will grasp how relevant organisational theories and frameworks can help to explain how and why many policy initiatives and internal change programmes fail to achieve sustainable improvements and what approaches and interventions are more likely to succeed. The module will therefore quip students with the ability to evaluate what institutional, organisational and individual factors need to be considered when attempting to promote innovation and change in health systems.
3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
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<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
</tr>
<tr>
<td>B4</td>
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<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
</tbody>
</table>

4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.


Key Journals:
- Social Science & Medicine, Organization Studies, Health Services, International Journal of Public Sector Management
Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

<table>
<thead>
<tr>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 1-hour lectures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 X 2-hour group seminars face to face</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

120 hours independent study, comprising 20 hours background reading, 20 hours specific preparation/homework for seminars, 20 hours topic-based study, 60 hours assignment

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay-style tutor marked assignment</td>
<td>Coursework</td>
<td>Up to 3,000 words</td>
<td>75</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

| Tutor marked Presentation        | Coursework      | Up to 1,500 words                            | 25                   | Yes                         | N/A                                       |

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'. 
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Narrative medicine in clinical practice: patients, families and teams
Module Code
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: -

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute: Blizard Institute

Schools which will also be involved in teaching part of the module:

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:
Tavistock and Portman NHS Foundation Trust 100%

<table>
<thead>
<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: Blizard Institute</td>
<td>Primary Care PG</td>
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</tbody>
</table>

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>6</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>2013/14</td>
<td>6</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>2014/15</td>
<td>8</td>
<td>4</td>
<td>18</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is an elective module for the MSc international primary health care, MSc global public health and policy, and MSc health systems and global policy.

It involves a grounding in the principles and practice of narrative medicine in its various forms, and its application to clinical work in primary care, training and supervision, management, and research.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).
Section 2 - Module Specification

Module Title  Narrative medicine in clinical practice: patients, families and teams  Module Code
Credit Value  15  Level  7  Mode of Delivery  At Tavistock Clinic  Semester  Semesters 1 & 2
Module Organiser  Prof Trish Greenhalgh

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The module offers a grounding in the principles and practice of narrative medicine in its various forms, together with their application to clinical work in primary care, training and supervision, management, and research. It is taught at the Tavistock and Portman NHS Trust in north London.

Students will have the opportunity to make a non-assessed video showing application of narrative skills in a professional context.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

Students will cover:
• the different forms taken by narrative medicine, with an emphasis on the oral narratives of patients, families and professionals
• the application of narrative inquiry to everyday clinical and professional interactions, through the use of focused questions in order to facilitate narrative development
• the tensions and synergies in the relationship between narrative medicine and other discourses including evidence-based medicine, shared decision making, the biopsychosocial model and complexity studies.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1</td>
</tr>
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<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
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<tr>
<td>B 1</td>
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<td>B 2</td>
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</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 1</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

**Books**

**Articles and chapters**
Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

45 hours of seminars (15 sessions x 3 hours), with mixture of large group formal teaching (including presentations by students) and intensive practical skills development in small groups.

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

105 hours of additional self-study including core and extension reading, learning log, preparation of video and essay.

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

150 hours

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended essay</td>
<td>Coursework</td>
<td>4000 words</td>
<td>100%</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

Standard Reassessment

Synoptic Reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coursework</td>
<td></td>
</tr>
</tbody>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

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Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

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Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Supplementary note

Proposed module: Narrative medicine in clinical practice: patients, families and teams
Tavistock & Portman NHS Foundation Trust

International health MSc programmes
MSc international primary health care
MSc global public health and policy
MSc health systems and public policy

Elective module: Narrative medicine in clinical practice: patients, families and teams

Module organiser Prof Trish Greenhalgh
Lecturer Dr John Launer

It is proposed that this module is offered as an elective for the above three programmes. Building in particular on skills learned in the core module, Health, society and illness, and complementing the specialist module Primary health care: theory and practice, it offers a grounding in the principles of narrative medicine, and their application to clinical work in primary care, training and supervision, management, and research.

The module will be led by Prof Trish Greenhalgh in the Centre for Primary Care and Public Health. She will take responsibility for all QMUL administration and quality assurance in its delivery.

Teaching will be largely carried out by Dr John Launer, associate dean, London Deanery, London Department of Postgraduate Medical Education, and senior clinical lecturer & honorary consultant in general practice & primary care, Child and Family Department, Tavistock Clinic. Dr Launer holds an honorary senior lectureship at the Barts and The London. At the deanery he is responsible for developing training and support for medical and dental educators in the areas of clinical and educational supervision, consultancy, and appraisal. He is the author of the textbook Narrative-based primary care: a practical guide. He has a Diploma of Royal College of Obstetricians and Gynaecologists, and is a Member of Royal College of General Practitioners (with distinction).

Teaching will be carried out at the Tavistock and Portman NHS Foundation Trust. Alongside clinical services for those with mental health difficulties, it has a well established, nationally and internally recognised education programme, including masters and doctorates accredited with the University of East London and the University of Essex. The Tavistock has, therefore, experience in teaching and quality assurance in higher education, and of collaboration with universities in the delivery not just of modules but of programmes.

The module is based on one that has been run previously at the Tavistock with great success.

Prof Trish Greenhalgh
Prof Allyson Pollock

06 February 2012
Joint working statement, international health programmes

MSc, INTERNATIONAL PRIMARY HEALTH CARE
MSc, GLOBAL PUBLIC HEALTH AND POLICY
MSc, HEALTH SYSTEMS AND GLOBAL POLICY

JOINT WORKING STATEMENT

- Centre for Primary Care and Public Health, Blizard Institute
  Queen Mary, University of London
- Tavistock and Portman NHS Foundation Trust

This joint working statement describes the administrative and governance arrangements for the delivery of the module

- Narrative medicine in clinical practice: patients, families and teams

On the following MSc programmes at Queen Mary, University of London:

- MSc, international primary health care
- MSc, global public health and policy
- MSc, health systems and global policy

It is not the intention of this agreement to consider every administrative detail, although as a work in progress these details may well be included in the future. It is, rather, intended as a guide to principles and to basic working arrangements and cooperation that will ensure the successful delivery of the module and programmes.

The programmes will run from the academic year 2012–13 onwards.

1 Key principles

a. The head of the Tavistock & Portman agrees to take ultimate responsibility for the delivery of the module.
b. Whenever there is a perceived quality failure, CPCPH and the Tavistock & Portman work together to resolve the problem.
c. These are new programmes and a new initiative; both parties commit to be flexible.

2 Programmes administration

Overall administrative responsibility and QMUL accountability for the programmes listed above rests with the Centre for Primary Care and Public Health, QMUL. It is envisaged that the majority of administrative work will be undertaken by QMUL. Some local administrative arrangements will be held by the Directorate of Education and Training at the Tavistock & Portman.

a. Programme organisers
   - Prof Trish Greenhalgh  MSc, international primary health care
   - Prof Allyson Pollock  MSc, global public health and policy
   - MSc, health systems and global policy
The programme organisers are responsible for
i  the academic content and quality of the programmes and any changes to curriculum
ii  ensuring regular liaison with the Tavistock & Portman to maintain a consistent quality of teaching across the programme

b  Administrative responsibility for programmes

Dr James Lancaster, programmes manager
Mr George Borrie, programmes administrator

The programme administrators are responsible for
i  the overall administrative delivery of the MSc programmes and maintaining effective communication between QMUL and the Tavistock & Portman
ii  ensuring the Tavistock & Portman is provided with all necessary student and organisational information in order to effectively deliver its module
iii  general QMUL administration for students studying on the programmes, including any issues relating to registration, complaints, and appeals.

2  Programmes delivery

a  Modes of delivery

It is planned to deliver the programme on full time (one year), part time (two years), and variable mode (three to five years).

It is planned that the programme will eventually be available

i  on campus
   •  full time
   •  part time
   •  variable mode

ii  distance learning
   •  part time
   •  variable mode

It is anticipated that modules will not be available for online delivery by September 2012. However, it is expected that all modules run by CPCPH will be available online by 2013-14. The Tavistock & Portman may wish to work with CPCPH to make the module available online by this time where possible.
### Programme outline

<table>
<thead>
<tr>
<th>MSc International primary health care</th>
<th>MSc Global public health &amp; policy</th>
<th>MSc Health systems &amp; global policy</th>
<th>Indicative module organiser</th>
<th>Administering dept</th>
<th>Academic input</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core modules (4 x 15 credits)</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Epidemiology and statistics Core</td>
<td>Sandra Eldridge &amp; Allyson Pollock</td>
<td>CPCPH</td>
<td>CPCPH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health, illness and society Core</td>
<td>Clive Seale</td>
<td>CPCPH</td>
<td>CPCPH</td>
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<tr>
<td>Health inequalities &amp; social determinants of health Core</td>
<td>Allyson Pollock</td>
<td>CPCPH</td>
<td>CPCPH</td>
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<tr>
<td>Health systems, economics, and policy Core</td>
<td>David Price</td>
<td>CPCPH</td>
<td>CPCPH</td>
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<tr>
<td><strong>Elective modules (4 x 15 credits)</strong></td>
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<tr>
<td>Primary health care: theory and practice Compulsory</td>
<td>Trish Greenhalgh</td>
<td>CPCPH</td>
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<tr>
<td>Social determinants of health: ecological approaches Compulsory</td>
<td>Steve Cummins</td>
<td>Geog</td>
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<tr>
<td>Globalisation and health care reform Compulsory</td>
<td>David Price</td>
<td>CPCPH</td>
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</tr>
<tr>
<td>Patients, quality, and safety</td>
<td>Sara Shaw</td>
<td>CPCPH</td>
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<td></td>
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</tr>
<tr>
<td>Globalisation and contemporary medical ethics</td>
<td>Miran Epstein</td>
<td>CPCPH</td>
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<tr>
<td>Research appraisal &amp; synthesis</td>
<td>Catherine Meads</td>
<td>CPCPH</td>
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<tr>
<td>Migration, culture and health</td>
<td>Parvati Nair</td>
<td>CPCPH</td>
<td>LLF</td>
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<td>Intellectual property, pharmaceuticals, and health care</td>
<td>Johanna Gibson</td>
<td>CCLS</td>
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<tr>
<td>Human rights and public health</td>
<td>Richard Ashcroft</td>
<td>Law</td>
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<tr>
<td>Managing innovation and change in health systems: policy and practice</td>
<td>Maxine Robertson</td>
<td>B&amp;M</td>
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<tr>
<td>Narrative medicine in clinical practice: patients, families and teams</td>
<td>Trish Greenhalgh &amp; John Launer</td>
<td>CPCPH</td>
<td>Tavistock</td>
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<tr>
<td><strong>Dissertation (60 credits)</strong></td>
<td></td>
<td>Petra Sevcikova (tbc)</td>
<td>CPCPH</td>
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</tr>
</tbody>
</table>
3 Module - Narrative medicine in clinical practice: patients, families and teams

a The formal module organiser is Prof Trish Greenhalgh.
b The teaching for the module will be delivered by Dr John Launer, and colleagues at his discretion.
c The module proposal form has been developed through close discussions between Prof Greenhalgh and Dr Launer. The module proposed is in all important respects the same as the well established module already being delivered at the Tavistock & Portman. It is understood that students from the programmes will take the module alongside other students studying the already established module.
d Places will be offered to students from the three programmes up to a maximum of 18.
e Module development will be through discussion between QMUL and the Tavistock & Portman. The intellectual independence of Tavistock & Portman staff will be respected, but there may be a need to develop content.
f Staff in the Tavistock & Portman have operational responsibility for the delivery of the module, including teaching administration, assessment administration, preparation of materials, delivery of classes, marking, contact with students over issues in the modules, and all procedural and academic quality assurance issues.
g Dr Launer will prepare a module handbook, including curriculum, reading lists, timetables, and other relevant information.
h Dr Launer is responsible for setting assessment suitable for the module. It is preferable if this is done in consultation with the programme organisers, but it is recognised that the Tavistock & Portman and the discipline itself will have their own norms and preferences.
i Students should receive feedback on assessment (including any external comments) within 21 days.
j Dr Launer will contribute necessary material for marketing, programme handbooks, and other programme related material in a timely way, and will prepare the student handbook for the module.
k It is the responsibility of the Tavistock & Portman to communicate to CPCPH any issues or problems that occur on the module that may affect students registered on any of the three MSc programmes.

4 Timetabling

a The Tavistock & Portman will organise and timetable its own modules. It is essential, however, timetabling is discussed early to avoid of any timetabling clashes. The CPCPH postgraduate administrator will coordinate this and arrange any necessary meetings to ensure that the timetable is finalised satisfactorily and in good time.
b Assessment deadline dates will need to be set and agreed in advance as to avoid as much as possible multiple submissions at once. The CPCPH postgraduate administrator will coordinate this.

5 Marketing and recruitment

a CPCPH has produced marketing materials for the programmes, and will continue to arrange this, updating them at least annually. They include brochures, conference materials, online and print advertising, and email and other mailouts. The programmes will receive prominent space on the CPCPH website and other sites as far as possible. CPCPH will take responsibility for the costs of programme advertising.
b Where appropriate, the Tavistock & Portman should ensure links to the programmes via its postgraduate pages, for instance in information about the modules.

c CPCPH will be responsible for admissions to the programmes. Applicants must achieve IELTS 7.0 or equivalent, and have at least an upper second class degree or equivalent in a relevant subject, although students with exceptional circumstances or extensive relevant experience will be considered.

d CPCPH aims to respond to all applicants within five working days either with a welcoming message and an indication of the recommended offer or with a holding email requesting further information or advising of any possible delay.

e CPCPH will remain in contact with students up until arrival.

6 Enrolment, welcome week, and ongoing student communication

a Enrolment and welcome week are the responsibility of CPCPH

b CPCPH is responsible for the preparation of the programme handbook before the start of the first semester, with all departments contributing information on modules and organisers as necessary.

7 Student support

a At the start of the academic year, students are allocated an academic adviser in CPCPH. This is their first point of contact for all academic issues.

b Students make module choices in discussion with the academic adviser.

c Students should in the first instance approach their academic adviser over non-academic issues or issues regarding the programme.

d Students should in the first instance approach Dr Launer about academic issues relevant to the module.

8 Student feedback

a The module should circulate module evaluation forms, either electronically or on paper.

b A staff student liaison committee will be established and run by CPCPH, in addition to the Blizard’s SSLC.

9 Assessment and examination board process

a The Tavistock & Portman is responsible for preparing and marking assessments.

b CPCPH will take the results for its students to its subject examination board

c The Tavistock & Portman will assist one another in providing necessary information for the boards, for instance reporting absences, extenuating circumstances, appeals, and other relevant information.

10 Financial arrangements

a The fees for the programmes in 2012-13 are £6,000 for UK/EU students and £10,000 for overseas students. The Blizard Institute will take 15% of fees for administration and other expenses. The remaining 85% of fees ‘follow the student’, ie, the Tavistock & Portman will receive a per-student transfer of £567 (UK/EU) and £944 (overseas), which is one ninth of the fee income for the programme minus 15%.
11 Staff

a Academic staff

i Centre for Primary Care and Public Health

• Prof Trish Greenhalgh, organiser MSc international primary health care; organiser *Primary health care: theory and practice*; chair, programme management board
• Prof Allyson Pollock, organiser MSc global public health and policy; organiser MSc health systems and global policy; co-organiser *Epidemiology and statistics*; organiser *Health inequalities & social determinants of health*, chair education strategy group
• Prof Sandra Eldridge, Centre co-lead; co-organiser *Epidemiology and statistics*
• Prof Clive Seale, organiser *Health, illness and society*
• Dr Miran Epstein, organiser *Globalisation and contemporary medical ethics*
• Dr Catherine Meads, organiser *Research appraisal & synthesis*
• David Price, organiser *Health systems, economics and policy*; organiser *Globalisation and contemporary medical ethics*
• Dr Sara Shaw, organiser *Patients, quality and safety*

ii Tavistock & Portman

• Dr John Launer, honorary lecturer *Narrative medicine in clinical practice: patients, families and teams*

b Administrative staff (as of February 2012)

i Centre for Primary Care and Public Health

• Dr James Lancaster, programmes manager
• George Borrie, programmes administrator

ii Tavistock & Portman

• tbc, Directorate of Education and Training
Appendix: Centre for Primary Care and Public Health programme management

Three new MSc programmes in international health are being proposed

- MSc International Primary Health Care
- MSc Global Public Health & Policy
- MSc Health Systems & Global Policy

These will run alongside

- Intercalated BSc, global public health and primary care

BSc and MSc students will study alongside one another, attending the same lectures and seminars and receiving similar reading lists. Intercalating students will receive different explanatory notes for the set texts and will be assessed differently (at SEEC level 6 rather than level 7) against different learning outcomes. There will be teaching sessions specifically for them, including introductory sessions, and they will have their own academic adviser.

The team running the programme has experience of running programmes in international health in this way, and has found it to be popular and successful for both undergraduate and postgraduate students. Student evaluations of previous courses at the University of Edinburgh highlighted the many and varied benefits to students at both levels from attending discussions with those outside their year group and from different professional backgrounds.

In addition, the Centre for Primary Care and Public Health has extensive experience of intercalated teaching, having successfully run the BMedSci Health Sciences for nine years, and its staff include very experienced teachers and mentors of medical undergraduates, who will continue to provide teaching, academic guidance, and student pastoral support.

The Centre for Primary Care and Public Health will establish a Programme Management Board, chaired by Prof Trish Greenhalgh, to oversee the governance of programme and module development and delivery for the BSc and MScs. The Centre has already established an Education Strategy Group for wider strategic issues concerning undergraduate, postgraduate, and professional development education, chaired by Prof Allyson Pollock.

At an operational level, there are regular curriculum development group meetings for those involved in teaching to discuss programme and module development, so that learning outcomes and objectives, teaching methods, curriculum content, research methods, handouts, handbooks, and other matters are taken forward and coordinated across the participating departments. A draft set of quality assurance guidance has been produced, and a postgraduate administrator has been appointed with experience and knowledge of QMUL regulations and quality assurance processes.

The curriculum development group is addressing the following issues (these will feed into programme and module development guidance to be formally signed off by the Programme Management Board):

1 Underpinning educational principles / teaching and learning strategy
2 Module development
3 Programme practicalities
4 Staff and resources
5 Student recruitment
6 Student communications and pastoral care
Taking each of these issues, the following are some aspects that have been addressed at this early stage:

1. **Underpinning educational principles / teaching and learning strategy**
   a. A focus on supporting learning rather than delivering teaching
   b. Knowing the learners, including their backgrounds, needs, priorities, learning styles and any practical or cultural barriers to effective learning
   c. Encourage deep rather than superficial or strategic learning

2. **Module development**
   For each module in development, a structured checklist of questions is applied, comprising:
   a. How do the modules incorporate and reflect the programme aims?
   b. Are the learning outcomes aligned with the programme, QAA and SEEC descriptors, and QMUL’s own guidance?
   c. Are module materials (e.g., reading lists and supporting study notes) produced in a consistent house style, and is that always appropriate?
   d. Is there consistency in the format of contact hours (generally one 1-hour lecture and one 2-hour seminar per week) or is deviation from this justified on pedagogical grounds?
   e. How is the module assessed and do(es) the assessment(s) address all the key learning objectives?
   f. Are all the above questions also addressed satisfactorily for the e-learning component when that is developed?

3. **Programme practicalities**
   A number of operational aspects of the developing courses are addressed as rolling agenda items by the curriculum development group, including:
   a. Marking schemes and turnaround times on summative assessment
   b. Development and use of formative assessments
   c. A system of internal peer review and quality control to be applied to all modules in development
   d. Moderation of marking
   e. Involvement of external examiners
   f. Monitoring student progress (e.g., via termly progress meetings) and incorporating student feedback into course development
   g. Timetabling, including alignment of BSc / MSc programmes

4. **Staff and resources**
   a. Staff teaching load and balance with research load
   b. Input from Centre staff other than key team
   c. Appropriate selection and use of "guest lecturers"
   d. Role of academic tutors, in particular in dealing with problems and in advising on and enabling progression

5. **Student recruitment**
   a. Marketing and publicity material
   b. Entrance requirements
   c. Receipt of applications and making offers
   d. Maintaining contact with students up to arrival
   e. Exploring of possibilities for scholarships or other student support
   f. For BSc students, integration of this new programme into the established intercalated BSc system
g For BSc students, allocation of places to, and recruitment and selection of, external students

6 Student support and communications
   a Feedback sessions – one in each semester (with overview at end of second semester)
   b Dealing with complaints and other problems
   c Student Staff Liaison Committee (eg, through elected representative)
   d Evaluation forms for each module
   e Regular meetings with academic advisers
   f Dedicated academic member of staff for BSc students

7 Communication among staff
   a Core staff to meet at least fortnightly once programme has commenced
   b Documents relating to module and programme development, quality assurance, academic regulations, and other related matters are kept in a folder with shared access
   c All committee meetings to have agendas and minutes. The Education Strategy Group reports to the Centre Strategy Group. The chairs of this group, Centre leads Prof Sandra Eldridge and Prof Chris Griffiths report in turn to the director of the Blizard Institute.

It is not planned that the programmes will require any digression from standard QMUL Assessment Regulations and associated Progression and Award Regulations.
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Dissertation, international primary health care
Module Code: 
Credit Value: 60
Level: 7
Module Type: DPM
Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: -

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Blizard Institute

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

N/A

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Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This core module on the MSc International Primary Health Care offers students the opportunity to pursue an area of interest in depth relating to international primary health care and produce a critical and scholarly study. Students will either select a project from a range on offer, mostly from supervisors in the Centre for Public Health and Primary Care, or (in discussion with their academic adviser and a potential supervisor) devise and focus their own small project. The advanced analytic and writing skills required for this module will be supported by a series of seminars covering literature searching, critical evaluation of evidence, organising and managing a major piece of academic work, and presentation and writing skills. Students will acquire skills in developing, planning, organising, and focusing a project as they work on a one to one basis with their supervisor. They will also acquire skills in searching, critically appraising, summarising and synthesising the literature.

Assessment will via a 15,000-word essay-style dissertation.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
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Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

[Signature]
Mike Curtis

Head(s) of supporting School

[Signature]
Digitally signed by Mike Curtis
DN: cn=Mike Curtis, o=Queen Mary
UoBlizard Institute of Cell and Molecular Science,
smai=m.a.curtis@qmul.ac.uk, c=GB
Date: 2012.02.10 12:55:29 Z
### Section 2 - Module Specification

<table>
<thead>
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<th>Module Title</th>
<th>Dissertation, international primary health care</th>
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<td>Prof Trish Greenhalgh</td>
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<td>Pre-requisite modules</td>
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1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

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Assessment will via a 15,000-word essay-style dissertation.

2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module aims to develop students' ability to explore a topic in depth from an academic perspective; critically analyse research papers and other literature; produce a scholarly and critical summary of this literature; argue points coherently; and produce a coherent and well-structured written report.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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<td>C 4</td>
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<tr>
<td>C 5</td>
</tr>
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</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

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</tbody>
</table>

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Indicative Hours</th>
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</thead>
<tbody>
<tr>
<td>Organisation and execution of project</td>
<td>585 hours</td>
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</table>

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Notional study hours 600

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

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<tr>
<th>Brief Description of Assessment</th>
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<td>Dissertation</td>
<td>Dissertation</td>
<td>15000 words</td>
<td>100</td>
<td>Yes</td>
<td>N/A</td>
</tr>
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</table>

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full.
Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Dissertation, global public health and policy

Credit Value: 60
Level: 7
Module Type: DPM
Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: -

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Blizard Institute

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

N/A

Responsible School | Subject Exam Board responsible for the module
--- | ---
5MD: Blizard Institute | Primary Care PG

Anticipated Student Registrations

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<th>Year of Registration</th>
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Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

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Approval of New Module Proposal

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Head(s) of School

Head(s) of supporting School

Mike Curtis

Digitally signed by Mike Curtis
DN: cn=Mike Curtis, or=Queen Mary,ou=Blizard Institute of Cell and Molecular Science, mail=m.a.curtis@qmul.ac.uk, c=GB
Date: 2012.02.10 12:55:57 Z
Section 2 - Module Specification

Module Title | Dissertation, global public health and policy
Credit Value  | 60
Level       | 7
Mode of Delivery | On Campus
Semester     | Semesters 1-3

Module Organiser | Prof Allyson Pollock

Pre-requisite modules | Co-requisite modules | Overlapping modules
--- | --- | ---
Epidemiology and statistics; Health, illness and society; Health inequalities and social determinants of health; Health systems, economics and policy; Social determinants of health: ecological approaches |  |  

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This core module on the MSc Global Public Health and Policy offers students the opportunity to pursue an area of interest in depth in public health and global policy and produce a critical and scholarly study. Students will either select a project from a range on offer, mostly from supervisors in the Centre for Public Health and Primary Care, or (in discussion with their academic adviser and a potential supervisor) devise and focus their own small project. The advanced analytic and writing skills required for this module will be supported by a series of seminars covering literature searching, critical evaluation of evidence, organising and managing a major piece of academic work, and presentation and writing skills. Students will acquire skills in developing, planning, organising, and focusing a project as they work on a one-to-one basis with their supervisor. They will also acquire skills in searching, critically appraising, summarising and synthesising the literature.

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Teaching and Learning Profile
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   Seminars 10 hours

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Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

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Module Proposal Form

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Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute: Blizard Institute

**Schools which will also be involved in teaching part of the module**

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

N/A

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Responsible School: Blizard Institute

Subject Exam Board responsible for the module: Primary Care PG

**Anticipated Student Registrations**
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This core module on the MSc Health Systems and Global Policy offers students the opportunity to pursue an area of interest in depth in health systems and global policy and produce a critical and scholarly study. Students will either select a project from a range on offer, mostly from supervisors in the Centre for Public Health and Primary Care, or (in discussion with their academic adviser and a potential supervisor) devise and focus their own small project. The advanced analytic and writing skills required for this module will be supported by a series of seminars covering literature searching, critical evaluation of evidence, organising and managing a major piece of academic work, and presentation and writing skills. Students will acquire skills in developing, planning, organising, and focusing a project as they work on a one to one basis with their supervisor. They will also acquire skills in searching, critically appraising, summarising and synthesising the literature.

Assessment will via a 15,000-word essay-style dissertation.

Resource Requirements

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Approval of New Module Proposal

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Head(s) of School: Mike Curtis

Head(s) of supporting School: [Signature]

Head(s) of supporting School: [Signature]

Head(s) of supporting School: [Signature]
## Section 2 - Module Specification

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</tr>
<tr>
<td>Module Organiser</td>
<td>Prof Allyson Pollock</td>
</tr>
</tbody>
</table>

### Pre-requisite modules

- Epidemiology and statistics;
- Health, illness and society;
- Health inequalities and social determinants of health;
- Health systems, economics and policy;
- Globalisation and health care reform

### Co-requisite modules

### Overlapping modules

1) **Content Description**

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This core module on the MSc Health Systems and Global Policy offers students the opportunity to pursue an area of interest in depth in health systems and global policy and produce a critical and scholarly study. Students will either select a project from a range on offer, mostly from supervisors in the Centre for Public Health and Primary Care, or (in discussion with their academic adviser and a potential supervisor) devise and focus their own small project. The advanced analytic and writing skills required for this module will be supported by a series of seminars covering literature searching, critical evaluation of evidence, organising and managing a major piece of academic work, and presentation and writing skills. Students will acquire skills in developing, planning, organising, and focusing a project as they work on a one to one basis with their supervisor. They will also acquire skills in searching, critically appraising, summarising and synthesising the literature.

Assessment will via a 15,000-word essay-style dissertation.

2) **Module Aims**

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module aims to develop students’ ability to explore an academic topic in depth and at a scholarly level; produce a scholarly and critical summary of the literature, critically analyse data, findings and conclusions presented in primary studies and reports; critique and construct coherent and sustained argument; and present their findings in writing.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
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<td>A3</td>
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<td>A4</td>
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<tr>
<th>Disciplinary Skills - able to:</th>
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<tr>
<td>B1</td>
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<td>B4</td>
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<th>Attributes:</th>
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<td>C1</td>
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<td>C3</td>
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<tr>
<td>C4</td>
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<tr>
<td>C5</td>
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</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

<table>
<thead>
<tr>
<th>Method of Delivery</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>One to one with project supervisor</td>
<td>5 hours</td>
</tr>
<tr>
<td>Seminars</td>
<td>10 hours</td>
</tr>
</tbody>
</table>

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Organisation and execution of project</td>
<td>585 hours</td>
</tr>
</tbody>
</table>

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Notional study hours 600

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation</td>
<td>Dissertation</td>
<td>15000 words</td>
<td>100</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>
Dear James

Thank you for inviting me to review the MScs in Global Public Health & Policy, International Primary Health Care and Health Systems and Global Policy.

The interdisciplinary and interdepartmental nature of the programmes is innovative and will ensure added value for students. The flexibility in delivery mode improves students’ ability to access the courses which will enhance the viability of the MScs. The curriculum is appropriate, diverse and challenging. Programme development has been thoroughly thought through. I am pleased to note the inclusion of guest lecturers and hope that the opportunity will be taken to invite experts with a varied range of perspectives to stimulate lively debate. This may be particularly relevant in the Global Policy modules. Given the diverse range of national and international students that these MScs are likely to attract, the maintenance of an accurate alumni database is likely to provide plenty of potential external speakers for future years.

I have previously reviewed the majority of the modules (common to the BSc) and Professors Greenhalgh and Pollock provided constructive responses to my comments.

My additional observations are:
- The same modules are taught in Health Systems and Global Policy and in Global Public Health & Policy. I note that Professors Greenhalgh and Pollock refer to ‘conceptual differences and different emphases’ but I am unclear where these become apparent to the student. Perhaps it is during the research project (undertaken in the third semester). It would be helpful if this is clarified for students in the promotional material in order to help them choose the most appropriate MSc for their needs. The modules in these two MScs are also common to the International Primary Health Care MSc. However this MSc also includes modules in primary health care: theory & practice and Trade, aid & health. Again it would help students to be explicit about these differences in the promotional material.

- With respect to the module in Managing innovation and change in health systems, in view of the fact that the benefits of health system change are often contested, it might be valuable to add a discussion on the difficulties inherent in evaluating the effectiveness of health system change.

The content of the other MSc specific modules is appropriate and I have no additional comments to make.

I wish you every success with the BSc and MSc programmes.

Yours sincerely
Rosalind Raine
Professor of Health Care Evaluation
Director of UCL Centre of Applied Health Research
Response to external adviser’s comments

MSc, international primary health care
MSc, global public health and policy
MSc, health systems and global policy

We are once again very grateful to Prof Raine for her generous and constructive comments. We welcome her suggestions to invite guest speakers and to maintain an accurate alumni database, and have every intention of doing so.

Regarding the differences between the programmes, we can confirm that the main place where the student ‘diversifies’ is in the dissertation module. She is quite correct that up until then they could be doing the same mix of modules on all three programmes. We are fully aware of this, and at the moment advise students accordingly, and can make it clearer in future. But we must note that programme titles have to serve a marketing function, and allow students to choose a programme with a suitable title for their needs.

As a minor point, there have been some textual edits to the documents sent to Prof Raine, so Trade, aid and health is not one of the modules currently listed for the programmes.

Regarding the module in Managing innovation and change in health systems, we welcome Prof Raine’s suggestion and intend to develop such a discussion not only in this module but in complementary modules such as Health systems, economics and policy and Globalisation and health care reform.

Prof Trish Greenhalgh
Prof Allyson Pollock

10 February 2012
### Taught Programmes Board 29/02/2012

<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Part 2 Programme Proposals and Programme Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>William Harvey Research Institute</td>
</tr>
</tbody>
</table>
| Title of Proposal(s) being considered | MSc/PGDip Clinical Drug Development (DL - FT/PT)  
MSc/PGDip Healthcare Research Methods (DL – FT/PT)  
MSc/PGDip Healthcare Research Methods and Clinical Drug Development amendment (DL and on-campus) |
| Outcome requested | Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer. |
| Potential issues identified and comments on the proposal(s) from Academic Secretariat | Part 2 Programme Proposal Forms and Programme Specifications: MSc/PGDip Healthcare Research Methods and Clinical Drug Development |
|  | • The proposal is to offer distance-learning part time versions of the two awards, the duration is specified as two-four years, it would be useful to clarify if there is a normal expected duration, or if the programmes are to be offered in variable mode.  
• The external adviser raises a query about the arrangements for dissertation supervision at a distance, which the Board may wish to explore further. |
|  | Modules  
• A list of the module details from the on-campus programmes, has been provided as an appendix to each programme. The programme team have asserted that there will be no change to the modules to convert them to distance-learning delivery and the details will be exactly the same. |
|  | Programme Amendment: MSc/PGDip Healthcare Research Methods and Clinical Drug Development (DL and on-campus)  
• It is proposed to merge two modules into one in the on-campus variant of the programme, as this change is also required for the new distance-learning programmes it is presented here as a package. |
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

<table>
<thead>
<tr>
<th>Proposed Programme Title</th>
<th>Programme Code</th>
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</thead>
<tbody>
<tr>
<td>Distance Learning PGDip/MSc in Healthcare Research Methods</td>
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<table>
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<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
<td>Distance Learning (FT)</td>
<td>1 year</td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
<td>Distance Learning (FT)</td>
<td>1 year</td>
</tr>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
<td>Distance Learning (PT)</td>
<td>2-4 years</td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
<td>Distance Learning (PT)</td>
<td>2-4 years</td>
</tr>
</tbody>
</table>

Proposed Start Date: September 2012

Programme Organiser: Professor Atholl Johnston

Does this programme contain a foundation year or any pre-sessional activity? No

1) Programme Management
Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery

Programme management -
1) The management of the course operation and programme structure will be carried out by the Programme Director Professor Atholl Johnston and by the Academic Manager for Postgraduate Courses at WHRI Dr Nina Ravic.

2) Marketing - The programme will be marketed on the QMUL website as well as being searchable in such search sites as findamasters.com, Nature online and any of the other websites QMUL uses for advertising. Students can contact the Programme Director Professor Atholl Johnston or the Academic Manager for Postgraduate Courses at WHRI, Dr Nina Ravic for any information regarding the admission process. Overall course information, including the student handbook and timetables,
Taught Programmes Board

will be distributed through Blackboard CE8. Induction material and a welcome chat room session and / or online discussion thread will be set up at the start of the first term between the distance learning students and the Programme Director. Also an Institute level Committee will be created and responsible for ongoing management of the Programmes.

3) Student progression will be monitored through the quality of assignments throughout the academic year, if the student requires guidance the academic staff can be contacted for advice.

4) Due to the distance learning nature of the course all feedback will be provided electronically.

5) Any concerns / comments raised by the students can be voiced by contacting the Programme Director Professor Atholl Johnston or the Academic Manager for Postgraduate Courses at WHRI, Dr Nina Ravic.

b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

Due to the distance learning nature of the course all assignments and dissertations will be submitted in an online format. This format will be run through plagiarism detection software such as turnitin which will identify any plagiarism so that it can be dealt with accordingly.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

4) Distance Learning Programmes (if applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

Teaching and Learning strategy

The institute is aware of the difficulties some students face in finding the time and funding to come to London to study, and is planning in the immediate future to develop a distance learning programme to make widely available its highly successful healthcare research methods course. Being unable to come to London for an extended period need no longer be a barrier to obtaining an excellent qualification. The course and assessment protocols would be maintained to ensure that students achieve the same standard as those on the London-based course. The difference being the mode of delivery for the distance learning
students would have to use the appropriate software to access the lectures through the internet. Access to a computer and internet will be essential. The distance learning programme will be self-taught using the fully comprehensive study materials provided. Studying through the distance learning course would provide an attractive option for those with financial constraints, commitments to work or family, or lack of local access to higher education.

The taught course will be delivered online via the virtual learning platform.

* Overall course information, including student handbook and timetables, will be distributed through Moodle.
* Induction material and a welcome chat room session and/or online discussion thread will be set up at the start of the first term between the distance learning students and the Programme Director.
* A variety of teaching strategies will be employed, most of which will be administered via Moodle.
* Each module is presented on-line as:
  - Summary of the module
  - Aims and Objectives
  - Plan for assessment
* Additional one-to-one tutorials with individual students will be arranged if required
* Library facilities. All students registered on the course will have access to the college on-line library facilities. This gives access to a large number of relevant journals. Students will have access to other academic literature and journals via their QMUL log-on in the same way as on-site students.

The topics for the module outlined in the syllabus will be delivered using a variety of methods to include:

1) Lectures – with audio soundtrack (captured using specialised software such as ECO 360 or similar.) These lectures will be delivered by members of the course faculty with occasional ‘guest lectures’ for selected topics. Both types of lecture will be captured and presented in the same way.

2) Podcasts. Some of the taught material may be delivered by podcast. In addition some of the exercises (for example guided reading, critical appraisal, guidelines review) may be introduced by podcast together with instructions for the exercise. This material will be presented in audio files (MP3 format) with, where relevant, linked paper-based reading material.

3) Lecture notes and document reading material (word documents and PDF.) Topics will also be covered in the form of guided reading – with a reading list or short series of scientific papers to read followed by questions or exercises.

4) Online Seminars / Tutorials. Some topics may be covered in real-time online seminars, delivered by Skype (or similar technology). These will be based around a topic or around a series of relevant articles from scientific journals. The organisation of such synchronous support by voice/video seminars will depend on the proportion and location of overseas students in order to circumvent any difficulties posed by differences in time zones.

5) Online reading lists, linked where possible, to the journals in which the papers appear.

The technology required for all of the learning activities is in place. Documents, lecture-capture, podcasts and demonstration videos will all be assembled using existing software and hardware in the Center for Clinical Pharmacology (such as computers with software including Publisher, PDF, Audacity, MP3 and MP4 recorders.) Outside professional assistance may be utilised (to ensure assembly of the learning activities and associated materials into an easy-access format for Blackboard CE8. The course structure and the use of flexible teaching and learning methods delivered by online learning have been discussed in detail with the head of e-learning, Sam Brenton.

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules clarify whether this is a new or existing SEB. For further information please contact Simon Hayter.
6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme (s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

LETTER ATTACHED!!

Name & Title of External Adviser  |  Professor David W Holt
Current Post & Institution / Organisation | Emeritus Professor of Bioanalysis
Address for Correspondence (and email) | ASI, St George's, University of London, SW17 ORE
dholt@sgul.ac.uk

7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

Details of and arrangements with placement providers
In Professor Holt's opinion this element of the course needs more thought. While we agree with him, there is a "chicken and egg" problem, we can't enter serious negotiations with placement providers until the course is running and we have students who need placements.

In a fact finding visit to India in 2000 Professor Johnston made informal contact with several potential providers but none can be formally approached until we have the course up and running. In any case the placements required by the students are needed in year two of the programme for the supervision of their dissertation. Discussions are also underway for a visit to Egypt to explore other potential placements.
The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? [Yes]
- Have module proposal forms for each new module been submitted with the Part 2? [N/A]
- Is there evidence of support from at least one external adviser? [Yes]
- Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? [N/A]

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2? [N/A]
- Has supplementary information on the management of the partnership been submitted with the Part 2? [N/A]
- Have any special regulations been submitted with the Part 2 (where relevant)? [N/A]

Approval of Part 2 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School: Mark Caulfield

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Taught Programmes Board

Chair of Taught Programmes Board
Programme Title: Distance Learning PGDip/MSc in Healthcare Research Methods

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: PGDip/MSc Healthcare Research Methods
Name of Interim Award(s): None
Duration of Study / Period of Registration: 1 Year Full Time, 2-4 years Part Time
QM Programme Code / UCAS Code(s): TBC
QAA Benchmark Group: None
FHEQ Level of Award: Level 7
Programme Accredited by: None
Date Programme Specification Approved: None
Responsible School / Institute: William Harvey Research Institute

Schools which will also be involved in teaching part of the programme
- William Harvey Research Institute

Institution(s) other than Queen Mary that will provide some teaching for the programme
- N/A

Programme Outline

The aim of the Distance Learning (DL) PGDip/MSc in Healthcare Research Methods course is to provide students with a multi-disciplinary perspective to facilitate their skills. This course is designed for individuals who need an understanding of the Healthcare Research Method process and provides a detailed picture of the complex and highly interrelated activities of the development cycle for Healthcare Research Methods, from discovery to successful commercialisation.

The DL PGDip/MSc in Healthcare Research Methods course provides participants with the opportunities to, and increases the likelihood of getting into the hard to enter and highly competitive healthcare environment.

On completion of the course, successful students should have gained the following:

- To have developed an understanding of healthcare research organisation, decision making, regulatory advice, healthcare marketing and ethical issues in healthcare research and development.

- Knowledge to undertake critical appraisal of the research of others

- To have developed the skills to formulate their own research ideas, deliver the research and analyze the data.
Programme Title: Distance Learning PGDip/MSc in Healthcare Research Methods

- Through completion of a dissertation, students should gain experience in research methodology and techniques, through literature, designing a research project, and of project data analysis and presentation.

This programme has been running at QMUL for over ten years and this application uses all the modules of the current course but seeks approval to offer them externally via distance learning.

Aims of the Programme

The aim of the course is to provide participants with a multi disciplinary perspective to facilitate the skills of post graduate students. It is intended that the course will provide a valuable opportunity for both British and overseas students who wish to gain more experience in understanding the Healthcare Research Methods process and obtain a higher degree before entering career in the Healthcare Research environment.

What Will You Be Expected to Achieve?

When completing the DL PGDip/MSc in Healthcare Research Methods students will be expected to achieve the following learning outcomes.

Academic Content:

| A1 | Demonstrate comprehensive knowledge and understanding of how the human body works |
| A2 | Advanced understand pathology, pathophysiology of all systems and organs |
| A3 | Understand healthcare organisation and decision making |
| A4 | Develop essential high level skills and knowledge of clinical design methods relevant to healthcare research |
| A5 | Develop problem solving skills and knowledge of clinical design methods relevant to healthcare research |
| A6 | Learn critical appraisal skills using a case study approach to identify and solve practical, theoretical and technical problems in human studies. |
| A7 | Gain knowledge in research methodology and skills in design of a research project. |
| A8 | Develop skills in evaluation of the process and the use of various implementations in the marketing of medicine by the pharmaceutical companies |

Disciplinary Skills - able to:

| B1 | Understand regulatory framework governing good clinical research |
| B2 | Integrate relevant pharmacology, pharmacokinetics and statistics related to drug development and the nature of evidence required for proof of efficacy and safety |
Programme Title: Distance Learning PGDip/MSc in Healthcare Research Methods

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<tbody>
<tr>
<td>B3</td>
<td>Evaluate the science, ethics and regulations pertaining to the development and review of new drug products in the UK and Europe.</td>
</tr>
<tr>
<td>B4</td>
<td>Understand and interpret pre clinical data and the phases of clinical trial design and monitoring involved in clinical trials</td>
</tr>
<tr>
<td>B5</td>
<td>Understand the analysis of the factors which determine the usage of medicine and the influences of doctors, government, drug manufacturers and the public.</td>
</tr>
<tr>
<td>B6</td>
<td>Examination of the regulatory and ethical issues surrounding ICH, GCP, GLP, GMP, and GXP</td>
</tr>
<tr>
<td>B7</td>
<td>Understand the clinical trial protocol design for diseases effecting respiratory, nervous, cardiovascular systems, immunological disorders and malignancies.</td>
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Attributes:

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<tbody>
<tr>
<td>C1</td>
<td>Demonstrate advanced problem solving ability</td>
</tr>
<tr>
<td>C2</td>
<td>Demonstrate appropriate and comprehensive practical and theoretical skills as well as advanced communication expertise</td>
</tr>
<tr>
<td>C3</td>
<td>Demonstrate autonomy in self directed learning</td>
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</table>

How Will You Learn?

One of the major strengths of the course lies in the fact that the teaching staff consist of not only institute members but also involves top professionals working in the healthcare research industry and CRO-s. Our exceptional expert “panel” of internal as well as external lecturers is actively engaged with the course. Members of the WHRI who are teaching on our course are invaluable assets to the progression of the students on the course as they are not only intellectually stimulating them, but engaging them as self-directed learners, and more closely connecting them to the university and college as a community.

Teaching methods employed during this DL PGDip/MSc course consists of lectures from the William Harvey Research Institute staff and outside experts, using well-established classic teaching methods in order to create a stimulating and effective online distance learning environment.

The taught course will be delivered online via the virtual learning platform.

- Overall course information, including student handbook and timetables, will be distributed through Moodle.
- Induction material and a welcome chat room session and / or online discussion thread will be set up at the start of the first term between the distance learning students and the Programme Director.
- A variety of teaching strategies will be employed, most of which will be delivered via Moodle.
- Each module is presented on-line as:
  - Summary of the module
  - Aims and Objectives
  - Plan for assessment

- Additional one-to-one tutorials with individual students will be arranged if required
- Library facilities. All students registered on the course will have access to the college on-line library facilities. This gives access to a large number of relevant journals. Students will have access to other academic literature and journals via their QMUL log-on in the same way as on-site students.

The topics for the module outlined in the syllabus will be delivered using a variety of methods to include:
Programme Title: Distance Learning PGDip/MSc in Healthcare Research Methods

1) Lectures – with audio soundtrack (captured using specialised software such as ECO 360 or similar.) These lectures will be delivered by members of the course faculty with occasional ‘guest lectures’ for selected topics. Both types of lecture will be captured and presented in the same way.

2) Podcasts. Some of the taught material may be delivered by podcast. In addition some of the exercises (for example guided reading, critical appraisal, guidelines review) may be introduced by podcast together with instructions for the exercise. This material will be presented in audio files (MP3 format) with, where relevant, linked paper-based reading material.

3) Lecture notes and document reading material (word documents and PDF.) Topics will also be covered in the form of guided reading – with a reading list or short series of scientific papers to read followed by questions or exercises.

4) Online Seminars / Tutorials. Some topics may be covered in real-time online seminars, delivered by Skype (or similar technology). These will be based around a topic or around a series of relevant articles from scientific journals. The organisation of such synchronous support by voice / video seminars will depend on the proportion and location of overseas students in order to circumvent any difficulties posed by differences in time zones.

5) Online reading lists, linked where possible, to the journals in which the papers appear.

Moreover, students are also involved in using new technologies (eg Moodle, Facebook, Skype) which allow students to discuss and exchange ideas, share knowledge as well as to review the lecture sessions in their own time and at their own pace. The programme aim is to create an environment in which all participants have the opportunity to learn and explore issues and ideas in depth, from a variety of viewpoints.

How Will You Be Assessed?

- Students will be assessed based on online submitted written assignments. The course team evaluates the progression of students on their written assignments, maintaining the highest quality of work as well as achieving the course learning objectives.

Format
The final mark will have the following components
- Continuous assessment (module assignment).
- Dissertation

Continuous assessment (module assignment)
For the continuous assessment mark, candidates will be assessed throughout the year in the form of objective assessment by written assignment.

Dissertation
The candidates will submit a written dissertation on a subject in which they have been supervised. A viva on the dissertation may be required for borderline candidates. This will take place at the final board of Examiners meeting All assignments will be double marked by the experts teaching on particular topics.

How is the Programme Structured?

The modular nature of the courses is designed to fit in with the needs of those students who are in full time employment. The taught element of the modules is delivered in three-day blocks every four to six weeks (approximately). For a PGDip award students have to complete in total of 7 modules, while for an MSc award students need to complete 10 modules in total.

Module Titles:

Health & the Human Body
Health Care organisation and Decision Making
Clinical Study Design
Programme Title: Distance Learning PGDip/MSc in Healthcare Research Methods

Practical Aspects of Clinical Research & Early Drug Development

Ethics & Regulation in Clinical Research

Data Management: The Interpretation of Statistics & Pharmacokinetics

Specific Topics in Clinical Trial Design and Elective Project

Health and Pharmaco-Economics

Pharmaceutical & Healthcare Marketing

Dissertation

Academic Year of Study 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tr>
<td>Health &amp; the Human Body</td>
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<td>Semester 3</td>
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Programme Title: Distance Learning PGDip/MSc in Healthcare Research Methods

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<td>Dissertation</td>
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<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 3</td>
</tr>
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What Are the Entry Requirements?

Criteria for admission to the programme:
Candidates should have a degree or equivalent in an appropriate subject from an approved educational establishment.
Or
Professional qualifications or sufficient experience to satisfy the head of division and course director of the applicants fitness to pursue the course of study. The postgraduate diploma will be a prerequisite to enter the MSc in most cases.
Also prospective students would either need to be in employment or be able to produce agreeing project supervision by a suitable supervisor.

Entry level guidelines for English Language
An ILESTS score of ≥6.5 or a TOEFL score of ≥580 is required for this course.

How Do We Listen and Act on Your Feedback?

Students on our course are never seen as “silent partners” in the enterprise of improving teaching. One way their voices can be heard is through completion of feedback forms for each module. The feedback forms gain the students views on the clarity, style of presentation, course material, stimulation and an overall rating of the lectures (please see example of a feedback form below). Student feedback is discussed with the lecturer and is encouraged to make necessary changes following student suggestions.

Module
Lecturer Name
Class

Please rate the following aspects on a scale of 1 (awful) to 5 (excellent)

Clarity (1-5)
Lecture Style (1-5)
Course Material (1-5)
Stimulation (1-5)
Overall rating (1-5)

Specific comments:

All students will be in a regular contact with members of the course team. Pastoral as well as academic support is offered on a regular basis. Students are encouraged to contact course team members via email or by phone.

Assessment of effectiveness of student support mechanisms will be evaluated with the following means:

• Continuous feedback to the students. Student feedback is an extremely important mechanism to facilitate the students learning experience. Feedback will be offered on drafts of coursework and academic progress following formative and summative assessment.
Programme Title: Distance Learning PGDip/MSc in Healthcare Research Methods

- Staff-student liaison. Students are encouraged to keep in regular contact with the course team members to convey their experience and comments and to seek any advice or help they may need.
- Assessment of action on student feedback.

Continuous student feedback throughout the year is an essential tool with a view to maintain as well as to improve the quality and student experience of the course.

Academic Support

In addition to Staff-student liaison, all students are allocated a personal tutor who can be contacted during office hours (or e-mail outside of the office hours). The role of the personal tutor is to advise the student on any issues relating to the academic aspects of the course that the student may wish to raise. A senior tutor is also available for consultation if their own tutors are not available or if for any reason unsuitable. Also an Institute level Committee will be created and responsible for ongoing management of the Programmes.

Programme-specific Rules and Facts

Specific Support for Disabled Students

As the programme is distance learning in format it becomes readily available to disabled students who under normal circumstances would find it difficult to relocate to London.

Links With Employers, Placement Opportunities and Transferable Skills

Student employment prospects: The employers, which in this case include healthcare research organisations, and the NHS, etc will greatly benefit from having students who successfully completed this PGDip/MSc. With the modernisation of medical education and the fact that the education and training of staff involved in healthcare has not kept pace with the scientific and regulatory changes that have occurred recently, this PGDip/MSc course will help accelerate understanding and improve knowledge that is essential for building confidence and experience.
Programme Title: Distance Learning PGDip/MSc in Healthcare Research Methods

### Programme Specification Approval

<table>
<thead>
<tr>
<th>Person completing Programme Specification</th>
<th>Professor Atholl Johnston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for management of programme</td>
<td>Professor Atholl Johnston</td>
</tr>
<tr>
<td>Date Programme Specification produced/amended by School Learning and Teaching Committee</td>
<td>SMD Proposal Review Committee 23/01/2012</td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board</td>
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</table>
MODULE 1. Health and the Human Body

Module Code: WHRM912

CONTENT DESCRIPTION

The orientation module will offer participants the opportunity to revisit and develop familiar areas of human biology physiology, pathology and genetics. Particular emphasis will be placed on the importance of systemic measurements of function and evaluation of clinical laboratory investigations related to clinical trials. The lecture programme will be enhanced by student assignments that will serve to develop and integrate knowledge and understanding through group discussion and student led presentations.

AIMS

The module aims to introduce the students to the key concepts essential to understanding health and the human body. Many health professionals want to investigate their health care practice and how it could be improved to benefit their patients. Particular emphasis of this module will be placed on the importance of systematic measurements of function and evaluation of clinical laboratory investigations related to clinical trials. Moreover, health and the human body guides the students through their journey, giving detailed, step-by-step advice on planning and carrying out each stage of the research.

LEARNING OUTCOMES

The learner will:

Demonstrate the appropriate use of clinical information for management of patients. Use their knowledge of anatomy, pathology and pathophysiology as a foundation for understanding the clinical presentation and management. Identify the common sites of interest with other healthcare practices. Moreover, students will be able to communicate with physicians and healthcare professionals in a collaborative way to plan patient care.

Students will learn how to identify, monitor and manage anticipated fluctuations of healthcare quality. Furthermore, on completion of this module students will be able to apply their knowledge as a foundation for understanding of patients especially the sensitive groups such as the elderly.

MODULE 2. Healthcare organisation and Decision Making

Module Code: WHRM913
CONTENT DESCRIPTION
The main emphasis of this module is to provide students with understanding of changes and challenges within healthcare systems.

Implementation of changes, training and guidance in finding a constructive way of dealing with social and financial issues are an essential part of this module as well as ways of implementation of equality, equity and health policies.

AIMS
This module aims to enable participants in two broad areas namely health sociology and health policy/organisation. It will also provide participants with an appreciation of the broad influences on levels of health and the role of specific factors relating to major diseases. Together with the modules on research methods it will provide a basis for understanding the epidemiological techniques required to investigate the causes of disease. The scope will be both national and local and the teaching method will include practical work drawing on data available to participants in their own districts or regions.

LEARNING OUTCOMES

The learner will:
Become familiar with the concepts of health and illness, have the knowledge to perform measurement of health at local and national levels. Have a clear understanding on social production of health and illness. Implement the changes on healthcare systems. Find constructive ways of dealing with social deviance, labelling and stigma. Students will be able to contribute to development and changes in the NHS, and implement equality, equity and health changes.

Attributes:
The learner will:

- Access the learning resources available and use self-directed learning to cover the course content.
- Provide feedback to their tutor as part of a process of self-reflection
- Demonstrate autonomy in self directed learning
- Communicate effectively with the tutor, lecturer and group members
• Demonstrate problem solving ability

MODULE 3. Clinical Study Design

Module Code: WHRM903

CONTENT DESCRIPTION

The module introduces the clinical phases of drug from phase 1 through 4. The concept of Good Clinical Practice will be introduced. The types of clinical trials are discussed and how an understanding of the pre-clinical data guides trial design. The practical issues of finance, protocol development, selecting investigators, study and management, monitoring, insurance and indemnity, archiving etc, will be discussed. The role of internal and external auditing of procedures and standards will be described.

AIMS

This module introduces students to the drug testing in man and the processes involved in getting a drug to market.

LEARNING OUTCOMES

The learner will:

• Demonstrate an understanding of financial factors that contribute to drug testing and development

• Understand the role of the various regulatory procedures involved in drug development

Skills: The learner will:

• Analysis: Display an awareness of the strengths, weaknesses and utility of specific study designs

• Synthesis: Understand how these studies can contribute to clinical research

• Evaluation: Appreciate the need for research, an evidence base, and reflective practice when designing studies
• Application: Maintain an objective approach to choice of study design

Attributes:
The learner will:
• Access the learning resources available and use self-directed learning to cover the course content
• Provide feedback to their tutor as part of a process of self-reflection
• Demonstrate autonomy in self directed learning
• Communicate effectively with the tutor, lecturer and group members

MODULE 4. Practical Aspects of Clinical Research & Early Drug Development
Module Code : WHRM904

CONTENT DESCRIPTION
The course covers
ICH, ABPI and RCP Guidelines; "patients" and healthy subjects
First administration to man; toxicology and pharmacology
Single dose; choice of dose and escalation design
Repeat dose; choice of dose and design
Pharmacokinetics - Cytochrome P450; metabolism and interactions
Safety - QTc intervals ECG etc.
Tolerability
Pharmacodynamics - surrogate markers / biomarkers
Dose response
Efficacy - Surrogates
Methods; CNS, cardiovascular (mechanical & electrical), respiratory, GI and renal
AIMS

The module aims to get students to understand the key concept in drug development of concentration-effect relationships in man.

LEARNING OUTCOMES

The learner will:

• Appreciate the role of guidelines in regulating and guiding research studies
• Understand the process of “first in man” studies
• Design simple single dose and repeat dose studies
• Integrate preclinical and clinical study information

Skills: The learner will:

• Analysis: Display an awareness of the strengths, weaknesses and utility of specific clinical pharmacology study designs
• Synthesis: Understand how these studies can contribute to “proof of concept” and guide further research studies
• Evaluation: Appreciate the need for research, an evidence base, and reflective practice when designing clinical pharmacology studies
• Application: Maintain an objective approach to choice of study design

Attributes:

The learner will:

• Access the learning resources available and use self-directed learning to cover the course content
• Provide feedback to their tutor as part of a process of self-reflection
• Demonstrate autonomy in self directed learning
• Communicate effectively with the tutor, lecturer and group members
• Demonstrate problem solving ability
• Demonstrate appropriate practical skills

MODULE 5. Ethics & Regulation in Clinical Research
Module Code: WHRM905

CONTENT DESCRIPTION

This module is taught by visiting faculty from the Medicines Healthcare products Regulatory Agency (MHRA) and the National Research Ethics Service (NRES) and includes ICH, GCP, GLP, GMP, GXP regulations. Ethical conduct of clinical trials. Constructing ethical applications. Ringside at the ethics committee - lay and legal concerns.

- Informed consent.

AIMS

The module aims to explain to the students the mechanisms that are in place to regulate the ethics and conduct of clinical trials in humans.

LEARNING OUTCOMES

The learner will:

- Understand the different national and international standards and requirements that govern drug research
- Appreciate the ethical issues that are involved in clinical research and why informed consent is the key to ethical research
- Be able to write a basic NRES application and understand the role of the LREC and R&D departments in research governance.

Attributes:

The learner will:

- Access the learning resources available and use self-directed learning to cover the course content
- Provide feedback to their tutor as part of a process of self-reflection.
- Demonstrate autonomy in self directed learning
- Communicate effectively with the tutor, lecturer and group members
• Demonstrate problem solving ability and appropriate practical skills

MODULE 6. Data Management: The Interpretation of Statistics & Pharmacokinetics

Module Code: WHRM906

CONTENT DESCRIPTION

Students will learn the differences between quantitative and qualitative approaches to research. What are the available types and scales of measurement. How samples can be described using measurements of central tendency and scatter. How distributions, probability and significance relate to the differences between means and the use of basic statistical tests. The importance of statistics in the planning of research will be described. Literature searching, systematic reviews, critical appraisal of published research articles and correct reporting of research results will be discussed

AIMS

The aim of this module is to give participants the knowledge required to read critically the research of others, the skills to formulate their own research and to collect, analyse and interpret their own data. Some mathematical treatment is inevitable but participants will not be expected to memorise a lot of formulae.

LEARNING OUTCOMES

The learner will:

• Understand the difference between quantitative and qualitative research
• Choose the appropriate research method to answer a research question
• Understand the difference between nominal, ordinal, interval and ratio data
• Determine when parametric or non-parametric methods are appropriate
• Evaluate and critically appraise research findings

MODULE 7. Specific Topics in Clinical Trial Design and Elective Project

Module Code: WHRM907

CONTENT DESCRIPTION

This module will outline and discuss the different research designs that are needed for
• Outcome trials

• Clinical trial protocol design for diseases of the nervous system (e.g. dementias; depression; schizophrenia, epilepsy, insomnia, anxiety and Parkinson’s disease)

• Clinical trial protocol design for respiratory diseases (e.g. asthma, chronic obstructive airways disease, emphysema, infections, cystic fibrosis)

• Clinical trial design for cardiovascular diseases (e.g. hypertension, ischemic heart disease, arrhythmias, cardiac failure)

• Clinical trial design in patients with malignancies and immunological disorders (e.g. AIDS)

The regulatory requirements for biotechnology products and medicinal devices will be described

AIMS

The aim of this module is to give the students examples of trials in patients rather than volunteers and to deal with the special problems that can arise in patient studies. In addition, two very specific, but increasingly important topics, biotechnology products and equivalence trials, are dealt with in more detail.

LEARNING OUTCOMES

The learner will:

• Demonstrate an understanding of the diversity of human research studies.

• Understand the problems that may arise in special patient groups

• Appreciate the significance of outcome trials in research

Skills: The learner will:

• Analysis: Display an awareness of the scientific and laboratory needs to support the clinical trials.

• Synthesis: Understand how biomarkers support clinical studies.

• Evaluation: Appreciate the need for research, an evidence base and reflective practice when making professional judgements about treatment outcomes.

• Application: Maintain an objective approach to research studies while recognising the individual nature of each patient.

The taught element of the module will be followed by an Elective Project.
Students have to research and present a reasoned answer to a topical controversy in medical research, treatment or practice.

AIMS

The aim of this module is to challenge the students with a contentious area of medical research, treatment or practice question which requires literature review and critical thinking to answer.

LEARNING OUTCOMES

The learner will:

• Demonstrate original thought when tackling a research question
• Systematically gather data on a particular issue
• Critically evaluate and review the issues involved in a contentious area of medical research, treatment or practice
• Develop a coherent argument for or against a contentious area of medical research, treatment or practice
• Access the learning resources available and use self-directed learning to cover the course content
• Provide feedback to their tutor as part of a process of self-reflection
• Demonstrate autonomy in self directed learning
• Communicate effectively with the tutor, lecturer and group members
• Demonstrate problem solving ability

MODULE 8. Health and Pharmaco-Economics

Module Code: WHRM909

CONTENT DESCRIPTION

This module will explore the factors that determine the usage of medicines and will concentrate on the relative influences of government, doctors, drug manufacturers and the public. These will be analysed to assess whether clients/patients are best served by current arrangements and whether people’s health matches reasonable expectations. Participants will be encouraged to propose ways of tackling perceived shortcomings.

• Determining the cost of health interventions
• Measuring benefit in healthcare.
• Quality of life measures.
• Making informed choices between treatments.
• Justifying economic based decisions in healthcare

AIMS

With NICE (National Institute for Clinical Excellence) developing national clinical guidelines to secure consistent, high quality, evidence based medicine predicated on outcomes and cost, it is important that students understand the central role that pharmacoeconomics plays in these decisions.

LEARNING OUTCOMES

The learner will:
• Understand the importance of pharmacoeconomics in drug utilisation
• Appreciate the role of “quality of life” studies in outcome evaluation
• Make informed choices between treatment options based on QUALY, DALYs, etc
• Understand the differences between analysis methods
• Cost-minimization analysis (CMA)
• Cost-effectiveness analysis (CEA)
• Cost-utility analysis (CUA)
• Cost-benefit analysis (CBA)
• Discuss the role of NICE in determining treatment guideline


Module Code : WHRM910

CONTENT DESCRIPTION

Marketing in healthcare is contentious. This module illustrates and explains the processes that drive marketing in the healthcare setting.

• The marketing of medicines and healthcare
• Regulation of healthcare marketing
• Doctors’ prescribing practices
• The role of other healthcare professionals
• The role of the patient and patient advocacy groups
• The role of government
• The use of the media in marketing healthcare
• Health promotion and disease prevention

AIMS

The aim of this module is to introduce the students to the complexity of marketing healthcare.

LEARNING OUTCOMES

The learner will:
• Appreciate the regulatory complexity of marketing healthcare interventions
• Determine who the “customer” is
• Understand the increasing role of the internet
• Appreciate the issues involved in disease screening and health promotion
• Understand the role of “ghost” writing and communication agencies in medical education

MODULE 10. Dissertation

Module Code : WHRM911

CONTENT DESCRIPTION

The project chosen must be agreed well in advance with the College tutors in order to ensure that ethics and other considerations are complied with. A short pro forma with essential headings must be completed and a ~250 word summary of the proposed project provided. The project must be designed to demonstrate analytic skills and to offer opportunity for original work and for critical appraisal of relevant published work. The resulting report should be of 10,000 – 20,000 words and written in a style suitable for submission to peer review and be compatible with the Uniform Requirements for Biomedical Journals.
AIMS
The aim of this module is to give students a chance to consolidate and demonstrate their analytical and critical skills by carrying out an original research project.

LEARNING OUTCOMES
The learner will:

• Demonstrate an understanding of carrying out of a literature based research project.
• Understand the various aspects necessary to a successful scientific research project.

Skills: The learner will:

• Analysis: Display an awareness of the need for objectivity in scientific writing
• Synthesis: Understand how the results of research might be applied
• Evaluation: Appreciate the need for maintaining an up to date knowledge of current research
• Application: Be able to present a clear rational argument to support a thesis

Attributes:

The learner will:

• Access the learning resources available and use self-directed learning to cover the course content
• Provide feedback to their tutor as part of a process of self-reflection
Taught Programmes Board

Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

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<thead>
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Proposed Start Date: September 2012

Programme Organiser: Professor Atholl Johnston

Does this programme contain a foundation year or any pre-sessional activity? No

1) Programme Management

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery

Programme management

1) The management of the course operation and programme structure will be carried out by the Programme Director Professor Atholl Johnston and by the Academic Manager for Postgraduate Courses at WHRI Dr Nina Ravic.

2) Marketing - The programme will be marketed on the QMUL website as well as being searchable in such search sites as findamasters.com, Nature online and any of the other websites QMUL uses for advertising. Students can contact the Programme Director Professor Atholl Johnston or the Academic Manager for Postgraduate Courses at WHRI, Dr Nina Ravic for any information regarding the admission process. Overall course information, including the student handbook and timetables,
will be distributed through the College’s Virtual Learning platform. Induction material and a welcome chat room session and / or online discussion thread will be set up at the start of the first term between the distance learning students and the Programme Director. Also an Institute level Committee will be created and responsible for ongoing management of the Programmes.

3) Student progression will be monitored through the quality of assignments throughout the academic year, if the student requires guidance the academic staff can be contacted for advice.

4) Due to the distance learning nature of the course all feedback will be provided electronically.

5) Any concerns / comments raised by the students can be voiced by contacting the Programme Director Professor Atholl Johnston or the Academic Manager for Postgraduate Courses at WHRI, Dr Nina Ravic.

b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

Due to the distance learning nature of the course all assignments and dissertations will be submitted in an online format. This format will be run through plagiarism detection software such as turnitin which will identify any plagiarism so that it can be dealt with accordingly.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

4) Distance Learning Programmes (if applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

Teaching and Learning strategy
The institute is aware of the difficulties some students face in finding the time and funding to come to London to study, and is planning in the immediate future to develop a distance learning programme to make widely available its highly successful healthcare research methods course. Being unable to come to London for an extended period need no longer be a barrier to obtaining an excellent qualification. The course and assessment protocols would be maintained to ensure that students achieve the same standard as those on the London-based course. The difference being the mode of delivery for the distance learning students would have to use the appropriate software to access the lectures through the internet. Access to a computer and
The distance learning programme will be self-taught using the fully comprehensive study materials provided. Studying through the distance learning course would provide an attractive option for those with financial constraints, commitments to work or family, or lack of local access to higher education.

The taught course will be delivered online via the College's Virtual Learning platform.

- Overall course information, including student handbook and timetables, will be distributed through Moodle.
- Induction material and a welcome chat room session and/or online discussion thread will be set up at the start of the first term between the distance learning students and the Programme Director.
- A variety of teaching strategies will be employed, most of which will be administered via Moodle.
- Each module is presented on-line as:
  - Summary of the module
  - Aims and Objectives
  - Plan for assessment
  - Additional one-to-one tutorials with individual students will be arranged if required
  - Library facilities. All students registered on the course will have access to the college on-line library facilities. This gives access to a large number of relevant journals. Students will have access to other academic literature and journals via their QMUL log-on in the same way as on-site students.

The topics for the module outlined in the syllabus will be delivered using a variety of methods to include:

1) Lectures – screen capture with audio soundtrack (captured using specialised software such as ECO 360 or similar.) These lectures will be delivered by members of the course faculty with occasional ‘guest lectures’ for selected topics. Both types of lecture will be captured and presented in the same way.

2) Podcasts. Some of the taught material may be delivered by podcast. In addition some of the exercises (for example guided reading, critical appraisal, guidelines review) may be introduced by podcast together with instructions for the exercise. This material will be presented in audio files (MP3 format) with, where relevant, linked paper-based reading material.

3) Lecture notes and document reading material (word documents and PDF.) Topics will also be covered in the form of guided reading – with a reading list or short series of scientific papers to read followed by questions or exercises.

4) Online Seminars / Tutorials. Some topics may be covered in real-time online seminars, delivered by Skype (or similar technology). These will be based around a topic or around a series of relevant articles from scientific journals. The organisation of such synchronous support by voice/video seminars will will depend on the proportion and location of overseas students in order to circumvent any difficulties posed by differences in time zones.

5) Online reading lists, linked where possible, to the journals in which the papers appear.

The technology required for all of the learning activities is in place. Documents, lecture-capture, podcasts and demonstration videos will all be assembled using existing software and hardware in the Center for Clinical Pharmacology (such as computers with software including Publisher, PDF, Audacity and Camtasia studio, MP3 and MP4 recorders.) Outside professional assistance may be utilised (as outlined in the business plan) to ensure assembly of the learning activities and associated materials into an easy-access format for the College's Virtual Learning platform. The course structure and the use of flexible teaching and learning methods delivered by online learning have been discussed in detail with the head of e-learning, Sam Brenton.

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules clarify whether this is a new or existing SEB. For further information please contact Simon Hayter.
6) External Adviser Comments

Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

<table>
<thead>
<tr>
<th>Name &amp; Title of External Adviser</th>
<th>Professor David W Holt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation</td>
<td>Emeritus Professor of Bioanalytics</td>
</tr>
<tr>
<td>Address for Correspondence (and email)</td>
<td>ASI, St George's, University of London</td>
</tr>
<tr>
<td></td>
<td>SW17 ORE</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:dholt@sgul.ac.uk">dholt@sgul.ac.uk</a></td>
</tr>
</tbody>
</table>

7) Response to External Adviser Comments

This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

Details of and arrangements with placement providers
In Professor Holt opinion this element of the course needs more thought. While we agree with him, there is a "chicken and egg" problem, we can't enter serious negotiations with placement providers until the course is running and we have students who need placements.

In a fact finding visit to India in 2000 Professor Johnston made informal contact with several potential providers but none can be formally approached until we have the course up and running. In any case the placements required by the students are needed in year two of the programme for the supervision of their dissertation. Discussions are also underway for a visit to Egypt to explore other potential placements.
The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? Yes
- Have module proposal forms for each new module been submitted with the Part 2? N/A
- Is there evidence of support from at least one external adviser? Yes
- Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? N/A

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2? N/A
- Has supplementary information on the management of the partnership been submitted with the Part 2? N/A
- Have any special regulations been submitted with the Part 2 (where relevant)? N/A

Approval of Part 2 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Mark Caulfield

Head(s) of supporting School

Digitally signed by Mark Caulfield
DN: cn=Mark Caulfield, o=Barts and The London, ou=William Harvey Research Institute, email=m.j.caulfield@qmul.ac.uk, c=GB
Date: 2012.02.09 12:27:44 Z

Head(s) of supporting School

Head(s) of supporting School
Programme Title: Distance Learning PGDip/MSc in Clinical Drug Development

Programme Specification

<table>
<thead>
<tr>
<th>Awarding Body/Institution</th>
<th>Queen Mary, University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>Queen Mary, University of London</td>
</tr>
<tr>
<td>Name of Final Award and Programme Title</td>
<td>PGDip/MSc in Clinical Drug Development</td>
</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td></td>
</tr>
<tr>
<td>Duration of Study / Period of Registration</td>
<td>1 Year Full Time, 2-4 Years Part Time</td>
</tr>
<tr>
<td>QM Programme Code / UCAS Code(s)</td>
<td>TBC</td>
</tr>
<tr>
<td>QAA Benchmark Group</td>
<td></td>
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<tr>
<td>FHEQ Level of Award</td>
<td>Level 7</td>
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<tr>
<td>Programme Accredited by</td>
<td></td>
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<tr>
<td>Date Programme Specification Approved</td>
<td></td>
</tr>
<tr>
<td>Responsible School / Institute</td>
<td>William Harvey Research Institute</td>
</tr>
</tbody>
</table>

Schools which will also be involved in teaching part of the programme

William Harvey Research Institute

Institution(s) other than Queen Mary that will provide some teaching for the programme

N/A

Programme Outline

The development of drugs has transformed from peripheral activities, carried out on an ad hoc basis to core activities that require trained, professional staff. However, the education and training of staff involved in drug development has not kept pace with the scientific and regulatory changes that have occurred recently. The pharmaceutical industry moves rapidly and a highly skilled personnel are required in order to adapt to this environment.

The aim of the Distance Learning (DL) PGDip/MSc in Clinical Drug Development course is to provide students with a multi-disciplinary perspective to facilitate their skills. This course is designed for individuals who need an understanding of the drug development process, and provides a detailed picture of the complex and highly interrelated activities required for the development cycle for drugs and biologics, from the process of discovery to successful commercialisation.

The United Kingdom pharmaceutical industry faces one of the greatest challenges in attracting and retaining quality personnel. Moreover, in the current economic climate, demand for highly specialised employees with Postgraduate rather than Graduate Degrees is ever increasing. The DL PGDip/MSc in Clinical Drug Development course provides participants with the opportunities to increase the likelihood of getting into the hard to enter and highly competitive pharmaceutical environment.

With the economic growth in the BRIC countries (Brazil, Russia India and China) the pharmaceutical and biotech industry is shifting research and development towards these regions. This has created a demand for skilled professionals with the
Programme Title: Distance Learning PGDip/MSc in Clinical Drug Development

Knowledge and expertise needed. The DL PGDip/MSc in Clinical Drug Development provides students the edge that pharmaceutical industry requires. It also empowers the professionals working within the field with the skills and understanding required for fast progression within the industry and contract research organisations (CRO-s).

This programme has been running at QMUL for over ten years and the this application uses all the modules of the current course but seeks approval to offer them externally by distance learning.

Aims of the Programme

The aim of the course is to provide participants with a multi disciplinary perspective to facilitate the skills of post graduate students. It is intended that the course will provide a valuable opportunity for both British and overseas students who wish to gain more experience in understanding the clinical drug development process and obtain a higher degree before entering a career in the pharmaceutical environment.

What Will You Be Expected to Achieve?

When completing the DL PGDip/MSc in Clinical Drug Development students will be expected to achieve the following learning outcomes.

<table>
<thead>
<tr>
<th>Academic Content:</th>
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<tbody>
<tr>
<td>A1</td>
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<tr>
<td>A2</td>
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<td>A10</td>
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<td>A11</td>
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</tbody>
</table>
Programme Title: Distance Learning PGDip/MSc in Clinical Drug Development

Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Display an awareness of the scientific needs to support the drug discovery process.</th>
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</thead>
<tbody>
<tr>
<td>B2</td>
<td>Understand preclinical studies complement phase 1 to 4 studies in man.</td>
</tr>
<tr>
<td>B3</td>
<td>Appreciate the need for optimisation in drug discovery and preclinical development</td>
</tr>
<tr>
<td>B4</td>
<td>Maintain an objective approach to the physiochemical and in vivo characteristics required for candidate selection.</td>
</tr>
<tr>
<td>B5</td>
<td>Display an awareness of the strengths, weaknesses and utilization of specific toxicology testing techniques.</td>
</tr>
<tr>
<td>B6</td>
<td>Appreciate the need for research, an evidence base, and reflective practice when making professional judgements about drug toxicity.</td>
</tr>
<tr>
<td>B7</td>
<td>Demonstrate initiative and originality in problem solving.</td>
</tr>
</tbody>
</table>

Attributes:

<table>
<thead>
<tr>
<th>C1</th>
<th>Can act autonomously in planning and implementing tasks at a professional or equivalent level</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Demonstrate appropriate and comprehensive practical and theoretical skills as well as advanced communication expertise - allowing decision making in complex and unpredictable situations</td>
</tr>
<tr>
<td>C3</td>
<td>Demonstrate autonomy in self directed learning and realise their scope of practice</td>
</tr>
</tbody>
</table>

How Will You Learn?

One of the major strengths of the course lies in the fact that the teaching staff consist of not only institute members but also involves top professionals working in the pharmaceutical industry and CRO-s. Our exceptional expert “panel” of internal as well as external lecturers is actively engaged with the course. Members of the WHRI who are teaching on our course are invaluable assets to the progression of the students on the course as they are not only intellectually stimulating them, but engaging them as self-directed learners, and more closely connecting them to the university and college as a community.

Teaching methods employed during this DL PGDip/MSc course consists of lectures from the William Harvey Research Institute staff and outside experts, using well-established classic teaching methods in order to create a stimulating and effective online distance learning environment.

The taught course will be delivered online via the virtual learning platform.

* Overall course information, including student handbook and timetables, will be distributed through Moodle.
* Induction material and a welcome chat room session and/or online discussion thread will be set up at the start of the first term between the distance learning students and the Programme Director.
* A variety of teaching strategies will be employed, most of which will be delivered via Moodle.
* Each module is presented on-line as:
  - Summary of the module
  - Aims and Objectives
  - Plan for assessment
*Additional one-to-one tutorials with individual students will be arranged if required
* Library facilities. All students registered on the course will have access to the college on-line library facilities. This gives access to a large number of relevant journals. Students will have access to other academic literature and journals via their QMUL log-on in the same way as on-site students.

The topics for the module outlined in the syllabus will be delivered using a variety of methods to include:

1) Lectures – with audio soundtrack (captured using specialised software such as ECO 360 or similar.) These lectures will be delivered by members of the course faculty with occasional ‘guest lectures’ for selected topics. Both types of lecture will be captured and presented in the same way.

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5) Online reading lists, linked where possible, to the journals in which the papers appear.

Moreover, students are also involved in using new technologies (eg Moodle, Facebook, Skype) which allow students to discuss and exchange ideas, share knowledge as well as to review the lecture sessions in their own time and at their own pace. The programme aim is to create an environment in which all participants have the opportunity to learn and explore issues and ideas in depth, from a variety of viewpoints.

How Will You Be Assessed?

• Students will be assessed based on online submitted written assignments. The course team evaluates the progression of students on their written assignments, maintaining the highest quality of work as well as achieving the course learning objectives.

Format
The final mark will have the following components
• Continuous assessment (module assignment).
• Dissertation

Continuous assessment (module assignment)
For the continuous assessment mark, candidates will be assessed throughout the year in the form of objective assessment by written assignment.

Dissertation
The candidates will submit a written dissertation on a subject in which they have been supervised. A viva on the dissertation may be required for borderline candidates. This will take place at the final board of Examiners meeting
All assignments will be double marked by the experts teaching on particular topics.

How is the Programme Structured?

The modular nature of the courses is designed to fit in with the needs of those students who are in full time employment. The taught element of the modules is delivered in three-day blocks every four to six weeks (approximately). For an MSc award 10 modules in total.

Module Titles:
Programme Title: Distance Learning PGDip/MSc in Clinical Drug Development

Drug Discovery & Pre-Clinical Research & Development
Toxicology: From Molecules to Man
Clinical Study Design
Practical Aspects of Clinical Research & Early Drug Development
Ethics & Regulation in Clinical Research
Data Management: The Interpretation of Statistics & Pharmacokinetics
Specific Topics in Clinical Trial Design and Elective Project
Health and Pharmaco-Economics
Pharmaceutical & Healthcare Marketing
Dissertation

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Drug Discovery &amp; Pre-Clinical Research &amp; Development</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
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<tr>
<td>Toxicology: From Molecules to Man</td>
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<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Clinical Study Design</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Practical Aspects of Clinical Research &amp; Early Drug Development</td>
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<tr>
<td>Ethics &amp; Regulation in Clinical Research</td>
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<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Data Management: The Interpretation of Statistics &amp; Pharmacokinetics</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Specific Topics in Clinical Trial Design and Elective Project</td>
<td></td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Health and Pharmaco-Economics</td>
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<td>7</td>
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<td>1</td>
<td>Semester 3</td>
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<tr>
<td>Pharmaceutical &amp; Healthcare Marketing</td>
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<td>Semester 3</td>
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Academic Year of Study 1
Programme Title: Distance Learning PGDip/MSc in Clinical Drug Development

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
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<th>Level</th>
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<th>Semester</th>
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<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 3</td>
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</table>

What Are the Entry Requirements?

Criteria for admission to the programme:
Candidates should have a degree or equivalent in an appropriate subject from an approved educational establishment.
Or
Professional qualifications or sufficient experience to satisfy the head of division and course director of the applicants fitness to pursue the course of study. The postgraduate diploma will be a prerequisite to enter the MSc in most cases.
Also prospective students would either need to be in employment or be able to produce agreeing project supervison by a suitable supervisor.

Entry level guidelines for English Language
An ILESTS score of ≥6.5 or a TOEFL score of ≥600 is required for this course.

How Do We Listen and Act on Your Feedback?

Students on our course are never seen as “silent partners” in the enterprise of improving teaching. One way their voices can be heard is through completion of feedback forms for each module. The feedback forms gain the students views on the clarity, style of presentation, course material, stimulation and an overall rating of the lectures (please see example of a feedback form below). Student feedback is discussed with the lecturer and is encouraged to make necessary changes following student suggestions.

Module
Lecturer Name
Class

Please rate the following aspects on a scale of 1 (awful) to 5 (excellent)

Clarity (1-5)
Lecture Style (1-5)
Course Material (1-5)
Stimulation (1-5)
Overall rating (1-5)
Specific comments:

All students are in a regular contact with members of the course team. Pastoral as well as academic support is offered on a regular basis. Students are encouraged to contact course team members via email or by phone.

Assessment of effectiveness of student support mechanisms is evaluated with the following means:

• Continuous feedback to the students. Student feedback is an extremely important mechanism to facilitate the students learning experience. Feedback is offered on drafts of coursework and academic progress following formative and summative assessment.
• Staff-student liaison. Students are encouraged to keep in regular contact with the course team members to convey their experience and comments and to seek any advice or help they may need.
Programme Title: Distance Learning PGDip/MSc in Clinical Drug Development

- Assessment of action on student feedback.

Continuous student feedback throughout the year is an essential tool with a view to maintain as well as to improve the quality and student experience of the course.

Changes implemented following student feedback 2009-2011

- Additional lectures by the learning services team were incorporated into the timetable to give students experience from qualified staff (eg. EndNote training, medical and scientific writing).

Academic Support

In addition to Staff-student liaison, all students are allocated a personal tutor who can be contacted during office hours. The role of the personal tutor is to advise the student on any issues relating to the academic aspects of the course that the student may wish to raise. A senior tutor is also available for consultation if their own tutors are not available or if for any reason unsuitable. Also Institute level Committee will be created responsible for ongoing management of the Programmes.

Programme-specific Rules and Facts

Specific Support for Disabled Students

As the programme is distance learning in format it becomes readily available to disabled students who under normal circumstances would find it difficult to relocate to London.

Links With Employers, Placement Opportunities and Transferable Skills

Student Employment Prospects: The employers, which include the pharmaceutical industry, NHS, etc will greatly benefit from having students who successfully completed this PGDip/MSc. With the modernisation of medical education and the fact the education and training of staff involved in drug development has not kept pace with the scientific and regulatory changes that have occurred recently, this PGDip/MSc course will help accelerate understanding and improve knowledge that is essential for building confidence and experience.

PGDip/MSc graduates in Clinical Drug Development will be well prepared for employment in any area of clinical drug development, clinical trial design as well as clinical trial management. This includes careers within pharmaceutical or Biotech companies, clinical research organisations (CROs), Universities as well as the Clinical Research Networks. In addition opportunities are possible within regulatory organisations worldwide working within post-market surveillance by bringing together information from different sources to evaluate the safety of newly marketed pharmaceuticals, and similarly in medical writing for
Programme Title: Distance Learning PGDip/MSc in Clinical Drug Development

The Institute and Centre work with the students to identify suitable opportunities and supports the job application process. Graduates continue the ‘Queen Mary experience’ after they leave by keeping in touch with the course team, colleagues and friends.

The program supports post graduates seeking careers in clinical trial design and clinical trial management within the pharmaceutical industry in the following key areas:

- Drug Design
- Pharmaceutical Analysis
- Drug safety and pharmacovigilance
- Clinical trial management e.g. (clinical research associates)
- Pharmaco- economics
- Marketing
- Regulatory Affairs
- Quality Assurance
- Medical Writing
- Medical Sales

Programme Specification Approval

| Person completing Programme Specification | Professor Atholl Johnston |
| Person responsible for management of programme | Professor Atholl Johnston |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | SMD Proposal Review Committee 23/01/2012 |
| Date Programme Specification approved by Taught Programmes Board | |

Queen Mary University of London
PGDip/MSc Clinical Drug Development

MODULE 1. Drug Discovery & Pre-Clinical Research & Development

Module Code : WHRM901

CONTENT DESCRIPTION

Following basic revision of pharmacology, the module describes the various approaches used to discover new drugs and discusses the advantages and disadvantages of the approaches. The role of pre-clinical pharmaceutical development in selecting candidate molecules is discussed. The module focuses on the selection and optimisation of drug candidates by their physiochemical properties and their drug metabolism and pharmacokinetic characteristics. The regulation of preclinical drug development and the relevant ICH guidelines are described.

AIMS

The module aims to develop the students in understanding the importance of pre-clinical research areas in pharmaceutical development.

LEARNING OUTCOMES

The learner will:

• Demonstrate an understanding of how drugs are “discovered”.
• Understand the role of pharmacokinetics in candidate optimisation.

Skills: The learner will:

• Analysis: Display an awareness of the scientific needs to support the drug discovery process.
• Synthesis: Understand preclinical studies compliment phase 1 to 4 studies in man.
• Evaluation: Appreciate the need for optimisation in drug discovery and preclinical development.
• Application: Maintain an objective approach to the physiochemical and in vivo characteristics required for candidate selection.

MODULE 2. Toxicology: From Molecules to Man

Module Code : WHRM902

CONTENT DESCRIPTION
PGDip/MSc Clinical Drug Development

The module describes the fundamentals of toxicology – animal models for drug safety testing. The variation within and between species of drug metabolism and pharmacokinetics will be discussed. The toxicity and detection of toxicity of drugs in various organ systems will be outlined together with detection carcinogenicity and mutagenicity. The concepts of post-marketing safety and pharmacovigilance will be introduced.

AIMS

The module aims to introduce the students to the processes involved in the risk assessment of pharmaceuticals.

LEARNING OUTCOMES

The learner will:

• Understand the need for animal toxicity testing
• Understand the role of the various methods available for assessing toxicity

Skills: The learner will:

• Analysis: Display an awareness of the strengths, weaknesses and utility of specific toxicology testing techniques
• Synthesis: Understand how these methods can contribute to safe and effective drugs
• Evaluation: Appreciate the need for research, an evidence base, and reflective practice when making professional judgements about drug toxicity
• Application: Maintain an objective approach to choice of toxicity testing method

Attributes:

The learner will:

• Access the learning resources available and use self-directed learning to cover the course content
• Provide feedback to their tutor as part of a process of self-reflection.
• Demonstrate autonomy in self directed learning
• Communicate effectively with the tutor, lecturer and group members

Demonstrate problem solving ability
MODULE 3. Clinical Study Design

Module Code: WHRM903

CONTENT DESCRIPTION

The module introduces the clinical phases of drug from phase 1 through 4. The concept of Good Clinical Practice will be introduced. The types of clinical trials are discussed and how an understanding of the pre-clinical data guides trial design. The practical issues of finance, protocol development, selecting investigators, study and management, monitoring, insurance and indemnity, archiving etc, will be discussed. The role of internal and external auditing of procedures and standards will be described.

AIMS

This module introduces students to the drug testing in man and the processes involved in getting a drug to market.

LEARNING OUTCOMES

The learner will:

• Demonstrate an understanding of financial factors that contribute to drug testing and development

• Understand the role of the various regulatory procedures involved in drug development

Skills: The learner will:

• Analysis: Display an awareness of the strengths, weaknesses and utility of specific study designs

• Synthesis: Understand how these studies can contribute to clinical research

• Evaluation: Appreciate the need for research, an evidence base, and reflective practice when designing studies

• Application: Maintain an objective approach to choice of study design
PGDip/MSc Clinical Drug Development

Attributes:

The learner will:

• Access the learning resources available and use self-directed learning to cover the course content
• Provide feedback to their tutor as part of a process of self-reflection
• Demonstrate autonomy in self directed learning
• Communicate effectively with the tutor, lecturer and group members

MODULE 4. Practical Aspects of Clinical Research & Early Drug Development

Module Code : WHRM904

CONTENT DESCRIPTION

The course covers

ICH, ABPI and RCP Guidelines; "patients" and healthy subjects
First administration to man; toxicology and pharmacology
Single dose; choice of dose and escalation design
Repeat dose; choice of dose and design
Pharmacokinetics - Cytochrome P450; metabolism and interactions
Safety - QTc intervals ECG etc.
Tolerability
Pharmacodynamics - surrogate markers / biomarkers
Dose response
Efficacy - Surrogates
Methods; CNS, cardiovascular (mechanical & electrical), respiratory, GI and renal

AIMS

The module aims to get students to understand the key concept in drug development of concentration-effect relationships in man.
PGDip/MSc Clinical Drug Development

LEARNING OUTCOMES

The learner will:

• Appreciate the role of guidelines in regulating and guiding research studies
• Understand the process of “first in man” studies
• Design simple single dose and repeat dose studies
• Integrate preclinical and clinical study information

Skills: The learner will:

• Analysis: Display an awareness of the strengths, weaknesses and utility of specific clinical pharmacology study designs
• Synthesis: Understand how these studies can contribute to “proof of concept” and guide further research studies
• Evaluation: Appreciate the need for research, an evidence base, and reflective practice when designing clinical pharmacology studies
• Application: Maintain an objective approach to choice of study design

Attributes:

The learner will:

• Access the learning resources available and use self-directed learning to cover the course content
• Provide feedback to their tutor as part of a process of self-reflection
• Demonstrate autonomy in self directed learning
• Communicate effectively with the tutor, lecturer and group members
• Demonstrate problem solving ability
• Demonstrate appropriate practical skills

MODULE 5. Ethics & Regulation in Clinical Research

Module Code: WHRM905

CONTENT DESCRIPTION
This module is taught by visiting faculty from the Medicines Healthcare products Regulatory Agency (MHRA) and the National Research Ethics Service (NRES) and includes ICH, GCP, GLP, GMP, GXP regulations

Ethical conduct of clinical trials.

Constructing ethical applications.

Ringside at the ethics committee - lay and legal concerns.

• Informed consent.

AIMS

The module aims to explain to the students the mechanisms that are in place to regulate the ethics and conduct of clinical trials in humans.

LEARNING OUTCOMES

The learner will:

• Analyse and manage the implications of ethical dilemmas including social implications of activities and work pro-actively with others to formulate solutions.

• Understand the different national and international standards and requirements that govern drug research

• Appreciate the ethical issues that are involved in clinical research and why informed consent is the key to ethical research

• Be able to write a basic NRES application and understand the role of the LREC and R&D departments in research governance.

Attributes:

The learner will:

• Access the learning resources available and use self-directed learning to cover the course content

• Provide feedback to their tutor as part of a process of self-reflection.

• Demonstrate autonomy in self directed learning

• Communicate effectively with the tutor, lecturer and group members

• Demonstrate problem solving ability and appropriate practical skills
MODULE 6. Data Management: The Interpretation of Statistics & Pharmacokinetics

Module Code: WHRM906

CONTENT DESCRIPTION

Students will learn the differences between quantitative and qualitative approaches to research. What are the available types and scales of measurement. How samples can be described using measurements of central tendency and scatter. How distributions, probability and significance relate to the differences between means and the use of basic statistical tests. The importance of statistics in the planning of research will be described. Literature searching, systematic reviews, critical appraisal of published research articles and correct reporting of research results will be discussed.

AIMS

The aim of this module is to give participants the knowledge required to read critically the research of others, the skills to formulate their own research and to collect, analyse and interpret their own data. Some mathematical treatment is inevitable but participants will not be expected to memorise a lot of formulae.

LEARNING OUTCOMES

The learner will:

• Understand the difference between quantitative and qualitative research
• Choose the appropriate research method to answer a research question
• Understand the difference between nominal, ordinal, interval and ratio data
• Determine when parametric or non-parametric methods are appropriate
• Evaluate and critically appraise research findings

MODULE 7. Specific Topics in Clinical Trial Design and Elective Project

Module Code: WHRM907

CONTENT DESCRIPTION

This module will outline and discuss the different research designs that are needed for

• Outcome trials
PGDip/MSc Clinical Drug Development

- Clinical trial protocol design for diseases of the nervous system (e.g. dementias; depression; schizophrenia, epilepsy, insomnia, anxiety and Parkinson's disease)
- Clinical trial protocol design for respiratory diseases (e.g. asthma, chronic obstructive airways disease, emphysema, infections, cystic fibrosis)
- Clinical trial design for cardiovascular diseases (e.g. hypertension, ischemic heart disease, arrhythmias, cardiac failure)
- Clinical trial design in patients with malignancies and immunological disorders (e.g. AIDS)

The regulatory requirements for biotechnology products and medicinal devices will be described

AIMS

The aim of this module is to give the students examples of trials in patients rather than volunteers and to deal with the special problems that can arise in patient studies. In addition, two very specific, but increasingly important topics, biotechnology products and equivalence trials, are dealt with in more detail.

LEARNING OUTCOMES

The learner will:

- Demonstrate an understanding of the diversity of human research studies.
- Understand the problems that may arise in special patient groups
- Appreciate the significance of outcome trials in research

Skills: The learner will:

- Analysis: Display an awareness of the scientific and laboratory needs to support the clinical trials.
- Synthesis: Understand how biomarkers support clinical studies.
- Evaluation: Appreciate the need for research, an evidence base and reflective practice when making professional judgements about treatment outcomes.
- Application: Maintain an objective approach to research studies while recognising the individual nature of each patient.

The taught element of the module will be followed by and Elective Project
PGDip/MSc Clinical Drug Development

Students have to research and present a reasoned answer to a topical controversy in medical research, treatment or practice.

AIMS

The aim of this Elective Project is to challenge the students with a contentious area of medical research, treatment or practice question which requires literature review and critical thinking to answer.

LEARNING OUTCOMES

The learner will:

• Demonstrate original thought when tackling a research question

• Systematically gather data on a particular issue

• Critically evaluate and review the issues involved in a contentious area of medical research, treatment or practice

• Develop a coherent argument for or against a contentious area of medical research, treatment or practice

• Access the learning resources available and use self-directed learning to cover the course content

• Provide feedback to their tutor as part of a process of self-reflection

• Demonstrate autonomy in self directed learning

• Communicate effectively with the tutor, lecturer and group members

• Demonstrate problem solving ability

MODULE 8. Health and Pharmaco-Economics

Module Code: WHRM909

CONTENT DESCRIPTION

This module will explore the factors that determine the usage of medicines and will concentrate on the relative influences of government, doctors, drug manufacturers and the public. These will be analysed to assess whether clients/patients are best served by current arrangements and whether people’s health matches reasonable expectations. Participants will be encouraged to propose ways of tackling perceived shortcomings.
PGDip/MSc Clinical Drug Development

• Determining the cost of health interventions
• Measuring benefit in healthcare.
• Quality of life measures.
• Making informed choices between treatments.
• Justifying economic based decisions in healthcare

AIMS

With NICE (National Institute for Clinical Excellence) developing national clinical guidelines to secure consistent, high quality, evidence based medicine predicated on outcomes and cost, it is important that students understand the central role that pharmacoeconomics plays in these decisions.

LEARNING OUTCOMES

The learner will:
• Understand the importance of pharmacoeconomics in drug utilisation
• Appreciate the role of “quality of life” studies in outcome evaluation
• Make informed choices between treatment options based on QUALY, DALYs, etc
• Understand the differences between analysis methods
• Cost-minimisation analysis (CMA)
• Cost-effectiveness analysis (CEA)
• Cost-utility analysis (CUA)
• Cost-benefit analysis (CBA)
• Discuss the role of NICE in determining treatment guideline


Module Code : WHRM909

CONTENT DESCRIPTION

Marketing in healthcare is contentious. This module illustrates and explains the processes that drive marketing in the healthcare setting.
PGDip/MSc Clinical Drug Development

- The marketing of medicines and healthcare
- Regulation of healthcare marketing
- Doctors’ prescribing practices
- The role of other healthcare professionals
- The role of the patient and patient advocacy groups
- The role of government
- The use of the media in marketing healthcare
- Health promotion and disease prevention

AIMS

The aim of this module is to introduce the students to the complexity of marketing healthcare.

LEARNING OUTCOMES

The learner will:

- Appreciate the regulatory complexity of marketing healthcare interventions
- Determine who the “customer” is
- Understand the increasing role of the internet
- Appreciate the issues involved in disease screening and health promotion
- Understand the role of “ghost” writing and communication agencies in medical education

MODULE 10. Dissertation

Module Code: WHRM909

CONTENT DESCRIPTION

The project chosen must be agreed well in advance with the College tutors in order to ensure that ethics and other considerations are complied with. A short pro forma with essential headings must be completed and a ~250 word summary of the proposed project provided. The project must be designed to demonstrate analytic skills and to offer opportunity for original work and for critical appraisal of relevant published work. The resulting report should be of 10,000 – 20,000 words and
PGDip/MSc Clinical Drug Development

written in a style suitable for submission to peer review and be compatible with the Uniform Requirements for Biomedical Journals.

AIMS

The aim of this module is to give students a chance to consolidate and demonstrate their analytical and critical skills by carrying out an original research project.

LEARNING OUTCOMES

The learner will:

• Demonstrate an understanding of carrying out of a literature based research project.
• Understand the various aspects necessary to a successful scientific research project.

Skills: The learner will:

• Analysis: Display an awareness of the need for objectivity in scientific writing
• Synthesis: Understand how the results of research might be applied
• Evaluation: Appreciate the need for maintaining an up to date knowledge of current research
• Application: Be able to present a clear rational argument to support a thesis

Attributes:

The learner will:

• Access the learning resources available and use self-directed learning to cover the course content
• Provide feedback to their tutor as part of a process of self-reflection
Dear Professor Johnston

MSc/PGDips (Distance Learning) in
Clinical Drug Development & Healthcare Research Methods

Thank you for asking me to comment on, and externally review, the Queen Mary, University of London, MSc programme in Clinical Drug Development. I am aware that this is a course that has run successfully since 1999. It is my understanding that this application is for an expansion of the existing course, to take advantages of the improvements in technology that have been made over the years since the course’s inception and to introduce a “distance learning” option to the course.

I have read the Queen Mary, University of London, “External Adviser Guidelines” (November 2010) which describes the elements of the course that require comment. However, since the course is already exists and continues to be delivered and taught conventionally, is successfully attracting students and, I am advised, has recently undergone an extensive independent internal review, I do not propose to comment on:-

- The aims, objectives or learning outcomes
- The curriculum, design, content or organisation
- The “levelness”
- The external reference points
- The admission, progression or achievement
- The learning, teaching or assessment strategies

I will limit my comments to:-

- Learning resources and facilities
- Student guidance and student support
- Quality management and enhancement
Learning resources and facilities

Have indicative reading lists been supplied and are they appropriate?
I have not been given an indicative reading list so I cannot judge whether or not it is appropriate. However, all students registered on the programme will have access to the QMUL on-line library facilities. Thus, they will have access to a large number of relevant journals. These distance learning students will have access to other academic literature and journals via their QMUL log-on in the same way as on-site students.

Learning Centre resources
The Learning Centre resources have not been explicitly described but, since I am told that at least one successful distance learning programme is being run within the William Harvey Research Institute and others are running within the School of Medicine and Dentistry, I believe adequate resources are available.

Have any future resources requirements been clearly articulated?
It is explicitly stated that "the technology required for all of the learning activities is in place". So I can only assume that, at least initially, no further resources are required. This of course may change depending on the take up of the course.

Use of Blackboard (the QM Virtual Learning Environment (VLE))
The course organisers clearly indicate that the QM Virtual Learning Environment will be used to deliver the course. On speaking to the course organisers about this I was told that QMUL VLE is in a state of flux and that a new system will be in place by the time this course is delivered.

Use of blended learning
The blend of learning for the topics delivered on this course is appropriate.

Access and training for resources
It is not clear if this refers to the students or the staff. I have been assured by the course organisers that the E-Learning Unit and The Learning Institute at QMUL provide both staff training and support for distance learning initiatives.

Details of and arrangements with placement providers where relevant
This element of the course needs more thought. I am told that students on the current course are supported and supervised during their dissertation by a series of face to
face meetings with their course tutors. It is not clear to me how this is going to work at a distance.

Student guidance and student support

Are there suitable arrangements for dealing with academic misconduct?

Academic misconduct is potentially a problem with distance learning students as all communications are at arm’s length. However I note that assignments will be routinely submitted to software with the aim of detecting plagiarism.

Are there workable academic support arrangements at School and College level?

The course will be supported within the Centre for Clinical Pharmacology by a course organising committee, and overseen within the William Harvey Research Institute by their Education Committee. Within the School of Medicine and Dentistry and the College I have been told there are other oversight committees that provide academic support at School and College level.

Are there administrative arrangements for student support?

The William Harvey Research Institute has a postgraduate office with an academic manager, Dr Nina Ravic, and an assistant who provide administrative student support. I understand that there are plans to expand the postgraduate office as course and student numbers increase.

Quality management and enhancement

Arrangements for programme management including Programme Committees

The course will be supported within the Centre for Clinical Pharmacology by a course organising committee, and overseen within the William Harvey Research Institute by their Education Committee.

Quality assurance of the programme

I believe that the William Harvey Research Institute and QMUL have robust quality assurance procedures in place for their programmes.

Ensuring the currency and viability of the programme

Pharmaceutical medicine and drug development is a fast moving field. The course will be taught by experts from academia, industry and the regulatory bodies who are
actively involved in delivering and regulating drug delivery programmes. Consequently their knowledge will be current.

How the programme listens to the student voice

In the era of “students as customers” student feedback is vital to maintain viable courses, as nothing promotes a course more than word of mouth endorsement, but conversely courses can be damned by deleterious comments on social media sites such as Facebook. I am told that, building on the experience of the current distance learning course in Endocrinology, the William Harvey Research Institute has set up a distance learning Staff-Student Liaison Committee. This is in addition to the module specific feedback that I am told will be collected electronically.

Yours sincerely

[Signature]

David W Ilott
Emeritus Professor of Bioanalytics
Programme Amendment Form

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by the College. For example:

- change in the title of the programme - please note that changing the programme title will necessitate the recoding of the programme
- change in the length of the programme of study
- changes in compulsory or recommended modules
- changes in the programme regulations

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

<table>
<thead>
<tr>
<th>Programme Title(s)</th>
<th>Programme Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGDip/ MSc in Clinical Drug Development, PGDip/MSc in Healthcare Research Methods;</td>
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<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
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</thead>
<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Full Time</td>
<td>1 Calendar Year</td>
</tr>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
<td>Full Time (Calendar Year)</td>
<td>1 Calendar Year</td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
<td>Part Time</td>
<td>2 Calendar Years</td>
</tr>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
<td>Part Time (Calendar Year)</td>
<td>2 Calendar Years</td>
</tr>
</tbody>
</table>

Responsible School / Institute: William Harvey Research Institute

Schools who are also involved in teaching part of the programme

Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme

N/A

Programme Organiser: Professor Atholl Johnston
1) Proposed Amendment(s)
Detail the proposed amendments to the programme and attach the updated Programme Specification. If new modules are to be added to the programme(s) or if existing modules are to be removed this should be clearly specified in the space below. Further information regarding the module(s) to be added / removed from the programme(s) can be provided in the table below. Alternatively, this information can be presented in text form in the space below, as long as all of the key information in the table is detailed.

This proposed amendment is a concatenation of two 15 credit modules to form one 30 credit module. The modules are WHRM907 (Specific Topics in Clinical Trials) and WHRM908 (Elective Project).

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Add / Remove Module from Programme</th>
</tr>
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<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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</table>

2) New Programme Title (if applicable)
Please note that changing the programme title will necessitate the recoding of the programme.

N/A

3) Proposed Date of Amendment Introduction
To take immediate effect

4) Rationale
Detail the rationale for the proposed amendment(s).

The reason for the change is an issue of compatibility with SiS and to comply with current College regulations concerning the module assessment. There is no change to the original module content or assessment strategy.

5) Resource Implications of Proposed Amendment(s)
Are there any resource implications linked to the proposed amendment(s)?

N/A
6) Anticipated Practical Implications of Proposed Amendment(s)
Please specify how students’ study patterns might be affected. Have the students been consulted about the proposed amendment(s)?

The module assessment is now compatible with SiS

7) External Examiner(s) and Student Consultation
Have you consulted your External Examiner(s) and Students about the proposed amendments? If so, please detail their comments.

None, purely an administrative change.

A revised Programme Specification must accompany the Programme Amendment. Programme Amendments that are not accompanied by the necessary documentation will not be accepted by the Academic Secretariat.

> If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted?

> Has the Programme Specification been revised to take into account the programme amendment?

Yes

Approval of Programme Amendment

<table>
<thead>
<tr>
<th>Programme Organiser*</th>
<th>Head(s) of School / Institute**</th>
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Mark Caulfield

Digitally signed by Mark Caulfield
DN: cn=Mark Caulfield, o=Barts and The London, ou=William Harvey Research Institute, e=m.j.caulfield@qmul.ac.uk, c=GB
Date: 2012.02.09 15:45:23 Z
<table>
<thead>
<tr>
<th>Head(s) of supporting School / Institute</th>
<th>Head(s) of supporting School / Institute</th>
</tr>
</thead>
</table>
Programme Title: PGDip/MSc in Clinical Drug Development

Programme Specification

<table>
<thead>
<tr>
<th>Awarding Body/Institution</th>
<th>Queen Mary, University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>Queen Mary, University of London</td>
</tr>
<tr>
<td>Name of Final Award and Programme Title</td>
<td>PGDip/MSc in Clinical Drug Development</td>
</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td></td>
</tr>
<tr>
<td>Duration of Study / Period of Registration</td>
<td>1 Year Full Time, 2-5 Years Part Time</td>
</tr>
<tr>
<td>QM Programme Code / UCAS Code(s)</td>
<td>B2D1, B2D2, B2S1, B2S2</td>
</tr>
<tr>
<td>QAA Benchmark Group</td>
<td></td>
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<tr>
<td>FHEQ Level of Award</td>
<td>Level 7</td>
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<tr>
<td>Programme Accredited by</td>
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<tr>
<td>Date Programme Specification Approved</td>
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<tr>
<td>Responsible School / Institute</td>
<td>William Harvey Research Institute</td>
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</table>

Programme Outline

The development of drugs has transformed from peripheral activities, carried out on an ad hoc basis to core activities that require trained, professional staff. However, the education and training of staff involved in drug development has not kept pace with the scientific and regulatory changes that have occurred recently. The pharmaceutical industry moves rapidly and a highly skilled personnel are required in order to adapt to this environment.

The aim of the PGDip/MSc in Clinical Drug Development course is to provide students with a multi-disciplinary perspective to facilitate their skills. This course is designed for individuals who need an understanding of the drug development process, and provides a detailed picture of the complex and highly interrelated activities required for the development cycle for drugs and biologics, from the process of discovery to successful commercialisation.

The United Kingdom pharmaceutical industry faces one of the greatest challenges in attracting and retaining quality personnel. Moreover, in the current economic climate, demand for highly specialised employees with Postgraduate rather than Graduate Degrees is ever increasing. The PGDip/MSc in Clinical Drug Development course provides participants with the opportunities to increase the likelihood of getting into the hard to enter and highly competitive pharmaceutical environment.

With the economic growth in the BRIC countries (Brazil, Russia India and China) the pharmaceutical and biotech industry is shifting research and development towards these regions. This has created a demand for skilled professionals with the
Programme Title: PGDip/MSc in Clinical Drug Development

Knowledge and expertise needed. The PGDip/MSc in Clinical Drug Development provides students the edge that pharmaceutical industry requires. It also empowers the professionals working within the field with the skills and understanding required for fast progression within the industry and contract research organisations (CROs).

This programme has been running at QMUL for over ten years.

Aims of the Programme

The aim of the course is to provide participants with a multi-disciplinary perspective to facilitate the skills of postgraduate students. It is intended that the course will provide a valuable opportunity for both British and overseas students who wish to gain more experience in understanding the clinical drug development process and obtain a higher degree before entering a career in the pharmaceutical environment.

What Will You Be Expected to Achieve?

When completing the PGDip/MSc in Clinical Drug Development students will be expected to achieve the following learning outcomes.

<table>
<thead>
<tr>
<th>Academic Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1  To critically evaluate the appropriateness of</td>
</tr>
<tr>
<td>different approaches and demonstrate an</td>
</tr>
<tr>
<td>understanding of how drugs are “discovered”</td>
</tr>
<tr>
<td>A2  Demonstrate a deep and systematic understanding</td>
</tr>
<tr>
<td>of the role of pharmacokinetics in candidate</td>
</tr>
<tr>
<td>optimisation</td>
</tr>
<tr>
<td>A3  Understand need for animal toxicity testing</td>
</tr>
<tr>
<td>and appreciate and manage the ethical dilemmas</td>
</tr>
<tr>
<td>involved</td>
</tr>
<tr>
<td>A4  Understand the role of the various methods</td>
</tr>
<tr>
<td>available for assessing toxicity.</td>
</tr>
<tr>
<td>A5  Demonstrate an understanding of the financial</td>
</tr>
<tr>
<td>factors and evaluate the constraints that apply</td>
</tr>
<tr>
<td>to drug testing and development</td>
</tr>
<tr>
<td>A6  Understand the role of the various regulatory</td>
</tr>
<tr>
<td>procedures involved in drug development</td>
</tr>
<tr>
<td>A7  Display an awareness of the strengths,</td>
</tr>
<tr>
<td>weaknesses and utilization of specific study</td>
</tr>
<tr>
<td>designs.</td>
</tr>
<tr>
<td>A8  Maintain an objective approach to choice of</td>
</tr>
<tr>
<td>study design</td>
</tr>
<tr>
<td>A9  Appreciate the role of guidelines in regulating</td>
</tr>
<tr>
<td>and guiding research studies</td>
</tr>
<tr>
<td>A10 Understand the process of “first in man”</td>
</tr>
<tr>
<td>studies</td>
</tr>
<tr>
<td>A11 Design simple single dose and repeat dose</td>
</tr>
<tr>
<td>studies.</td>
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</tbody>
</table>
Programme Title: PGDip/MSc in Clinical Drug Development

Disciplinary Skills - able to:

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<thead>
<tr>
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<tbody>
<tr>
<td>B1</td>
<td>Display an awareness of the scientific needs to support the drug discovery process.</td>
</tr>
<tr>
<td>B2</td>
<td>Understand pre clinical studies compliment phase 1 to 4 studies in man.</td>
</tr>
<tr>
<td>B3</td>
<td>Appreciate the need for optimisation in drug discovery and preclinical development</td>
</tr>
<tr>
<td>B4</td>
<td>Maintain an objective approach to the physiochemical and in vivo characteristics required for candidate selection.</td>
</tr>
<tr>
<td>B5</td>
<td>Display an awareness of the strengths, weaknesses and utilization of specific toxicology testing techniques.</td>
</tr>
<tr>
<td>B6</td>
<td>Appreciate the need for research, an evidence base, and reflective practice when making professional judgements about drug toxicity.</td>
</tr>
<tr>
<td>B7</td>
<td>Demonstrate initiative and originality in problem solving</td>
</tr>
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</table>

Attributes:

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>C1</td>
<td>Can act autonomously in planning and implementing tasks at a professional or equivalent level</td>
</tr>
<tr>
<td>C2</td>
<td>Demonstrate appropriate and comprehensive practical and theoretical skills as well as advanced communication expertise- allowing decision making in complex and unpredictable situations</td>
</tr>
<tr>
<td>C3</td>
<td>Demonstrate autonomy in self directed learning and realise their scope of practice</td>
</tr>
</tbody>
</table>

How Will You Learn?

One of the major strengths of the course lies in the fact that the teaching staff consist of not only institute members but also involves top professionals working in the pharmaceutical industry and CRO-s. Our exceptional expert “panel” of internal as well as external lecturers is actively engaged with the course. Members of the WHRI who are teaching on our course are invaluable assets to the progression of the students on the course as they are not only intellectually stimulating them, but engaging them as self-directed learners, and more closely connecting them to the university and college as a community.

Teaching methods employed during this PGDip/MSc course consists of lectures from the William Harvey Research Institute staff and outside experts, using well-established classic teaching methods in order to create a stimulating and effective learning environment.

The taught course will be delivered on the Charterhouse Square campus and will be supported the College’s virtual learning platform.

* Overall course information, including student handbook and timetables, will be distributed through Moodle.
* A variety of teaching strategies will be employed.
* Each module is presented on-line as:
  - Summary of the module
  - Aims and Objectives
  - Plan for assessments

Queen Mary
University of London
Programme Title: PGDip/MSc in Clinical Drug Development

* Additional one-to-one tutorials with individual students will be arranged if required
* Library facilities. All students registered on the course will have access to the college on-line library facilities. This gives access to a large number of relevant journals. Students will have access to other academic literature and journals via their QMUL log-on.

The topics for the module outlined in the syllabus will be delivered using a variety of methods to include:

1) Lectures – These lectures will be delivered by members of the course faculty with occasional ‘guest lectures’ for selected topics.

2) Podcasts. Some of the taught material may be delivered by podcast. In addition some of the exercises (for example guided reading, critical appraisal, guidelines review) may be introduced by podcast together with instructions for the exercise. This material will be presented in audio files (MP3 format) with, where relevant, linked paper-based reading material.

3) Lecture notes and document reading material (word documents and PDF.) Topics will also be covered in the form of guided reading – with a reading list or short series of scientific papers to read followed by questions or exercises.

4) Seminars / Tutorials. Some topics may be covered in seminars. These will be based around a topic or around a series of relevant articles from scientific journals.

5) Online reading lists, linked where possible, to the journals in which the papers appear.

Moreover, students are also involved in using new technologies (eg Moodle, Facebook, Skype) which allow students to discuss and exchange ideas, share knowledge as well as to review the lecture sessions in their own time and at their own pace.

The programme aim is to create an environment in which all participants have the opportunity to learn and explore issues and ideas in depth, from a variety of viewpoints.

How Will You Be Assessed?

- Students will be assessed based on online submitted written assignments. The course team evaluates the progression of students on their written assignments, maintaining the highest quality of work as well as achieving the course learning objectives.

Format
The final mark will have the following components

- Continuous assessment (module assignment).
- Dissertation

Continuous assessment (module assignment)
For the continuous assessment mark, candidates will be assessed throughout the year in the form of objective assessment by written assignment.

Dissertation
The candidates will submit a written dissertation on a subject in which they have been supervised. A viva on the dissertation may be required for borderline candidates. This will take place at the final board of Examiners meeting.

All assignments will be double marked by the experts teaching on particular topics.

How is the Programme Structured?

The modular nature of the courses is designed to fit in with the needs of those students who are in full time employment. The taught element of the modules is delivered in three-day blocks every four to six weeks (approximately). For an MSc award 10 modules in total.

Module Titles:

Drug Discovery & Pre-Clinical Research & Development

Toxicology: From Molecules to Man
Programme Title:  PGDip/MSc in Clinical Drug Development

### Clinical Study Design

- Practical Aspects of Clinical Research & Early Drug Development
- Ethics & Regulation in Clinical Research
- Data Management: The Interpretation of Statistics & Pharmacokinetics
- Specific Topics in Clinical Trial Design and Elective Project
- Health and Pharmaco-Economics
- Pharmaceutical & Healthcare Marketing
- Dissertation

### Academic Year of Study  1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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Module
Lecturer Name
Class

Please rate the following aspects on a scale of 1(awful) to 5 (excellent)

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Lecture Style (1-5)
Course Material (1-5)
Stimulation (1-5)
Overall rating (1-5)

Specific comments:

All students are in a regular contact with members of the course team. Pastoral as well as academic support is offered on a regular basis. Students are encouraged to contact course team members via email or by phone.

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Changes implemented following student feedback 2009-2011
Programme Title: PGDip/MSc in Clinical Drug Development

- Additional lectures by the learning services team were incorporated into the timetable to give students experience from qualified staff (eg. EndNote training, medical and scientific writing).

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In addition to Staff-student liaison, all students are allocated a personal tutor who can be contacted during office hours. The role of the personal tutor is to advise the student on any issues relating to the academic aspects of the course that the student may wish to raise. A senior tutor is also available for consultation if their own tutors are not available or if for any reason unsuitable. Also Institute level Committee will be created responsible for ongoing management of the Programmes.

Programme-specific Rules and Facts

Specific Support for Disabled Students

The Charterhouse Square Campus readily accessible to disabled students.

Links With Employers, Placement Opportunities and Transferable Skills

Student Employment Prospects: The employers, which include the pharmaceutical industry, NHS, etc will greatly benefit from having students who successfully completed this PGDip/MSc. With the modernisation of medical education and the fact the education and training of staff involved in drug development has not kept pace with the scientific and regulatory changes that have occurred recently, this PGDip/MSc course will help accelerate understanding and improve knowledge that is essential for building confidence and experience.

PGDip/MSc graduates in Clinical Drug Development will be well prepared for employment in any area of clinical drug development, clinical trial design as well as clinical trial management. This includes careers within pharmaceutical or Biotech companies, clinical research organisations (CROs), Universities as well as the Clinical Research Networks. In addition opportunities are possible within regulatory organisations worldwide working within post-market surveillance by bringing together information from different sources to evaluate the safety of newly marketed pharmaceuticals, and similarly in medical writing for medical journals.

The Institute and Centre work with the students to identify suitable opportunities and supports the job application process. Graduates continue the ‘Queen Mary experience’ after they leave by keeping in touch with the course team, colleagues and friends.

The program supports post graduates seeking careers in clinical trial design and clinical trial management within the pharmaceutical industry in the following key areas:

- Drug Design
**Programme Title:** PGDip/MSc in Clinical Drug Development

- Pharmaceutical Analysis
- Drug safety and pharmacovigilance
- Clinical trial management e.g. (clinical research associates)
- Pharmaco- economics
- Marketing
- Regulatory Affairs
- Quality Assurance
- Medical Writing
- Medical Sales

## Programme Specification Approval

<table>
<thead>
<tr>
<th>Role</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Person completing Programme Specification</td>
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<tr>
<td>Person responsible for management of programme</td>
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<tr>
<td>Date Programme Specification produced/amended by School Learning and Teaching Committee</td>
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<td>Date Programme Specification approved by Taught Programmes Board</td>
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Programme Title: **PGDip/MSc in Healthcare Research Methods**

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**Programme Specification**

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<th>Awarding Body/Institution</th>
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<td>Responsible School / Institute</td>
<td>William Harvey Research Institute</td>
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**Schools which will also be involved in teaching part of the programme**

- William Harvey Research Institute

**Institution(s) other than Queen Mary that will provide some teaching for the programme**

- N/A

**Programme Outline**

The aim of the PGDip/MSc in Healthcare Research Methods course is to provide students with a multi-disciplinary perspective to facilitate their skills. This course is designed for individuals who need an understanding of the Healthcare Research Method process and provides a detailed picture of the complex and highly interrelated activities of the development cycle for Healthcare Research Methods, from discovery to successful commercialisation.

The PGDip/MSc in Healthcare Research Methods course provides participants with the opportunities to, and increases the likelihood of getting into the hard to enter and highly competitive healthcare environment.

On completion of the course, successful students should have gained the following:

- To have developed an understanding of healthcare research organisation, decision making, regulatory advice, healthcare marketing and ethical issues in healthcare research and development.
- Knowledge to undertake critical appraisal of the research of others
- To have developed the skills to formulate their own research ideas, deliver the research and analyze the data.
Programme Title: PGDip/MSc in Healthcare Research Methods

- Through completion of a dissertation, students should gain experience in research methodology and techniques, through literature, designing a research project, and of project data analysis and presentation.

Aims of the Programme

The aim of the course is to provide participants with a multi disciplinary perspective to facilitate the skills of post graduate students. It is intended that the course will provide a valuable opportunity for both British and overseas students who wish to gain more experience in understanding the processes involved in healthcare research and obtain a higher degree before entering a career in the healthcare, contract research organisation (CRO) or pharmaceutical environment.

What Will You Be Expected to Achieve?

When completing the PGDip/MSc in Healthcare Research Methods students will be expected to achieve the following learning outcomes.

<table>
<thead>
<tr>
<th>Academic Content:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>To critically evaluate the appropriateness of different approaches and demonstrate an understanding of how drugs are &quot;discovered&quot;</td>
</tr>
<tr>
<td>A2</td>
<td>Demonstrate a deep and systematic understanding of the role of pharmacokinetics in candidate optimisation</td>
</tr>
<tr>
<td>A3</td>
<td>Understand need for animal toxicity testing and appreciate and manage the ethical dilemmas involved</td>
</tr>
<tr>
<td>A4</td>
<td>Understand the role of the various methods available for assessing toxicity.</td>
</tr>
<tr>
<td>A5</td>
<td>Demonstrate an understanding of the financial factors and evaluate the constraints that apply to drug testing and development</td>
</tr>
<tr>
<td>A6</td>
<td>Understand the role of the various regulatory procedures involved in drug development</td>
</tr>
<tr>
<td>A7</td>
<td>Display an awareness of the strengths, weaknesses and utilization of specific study designs.</td>
</tr>
<tr>
<td>A8</td>
<td>Maintain an objective approach to choice of study design</td>
</tr>
<tr>
<td>A9</td>
<td>Appreciate the role of guidelines in regulating and guiding research studies</td>
</tr>
<tr>
<td>A10</td>
<td>Understand the process of “first in man” studies</td>
</tr>
<tr>
<td>A11</td>
<td>Design simple single dose and repeat dose studies</td>
</tr>
</tbody>
</table>

Disciplinary Skills - able to:
Programme Title: PGDip/MSc in Healthcare Research Methods

<table>
<thead>
<tr>
<th>B1</th>
<th>Display an awareness of the scientific needs to support the drug discovery process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Understand pre clinical studies compliment phase 1 to 4 studies in man.</td>
</tr>
<tr>
<td>B3</td>
<td>Appreciate the need for optimisation in drug discovery and preclinical development</td>
</tr>
<tr>
<td>B4</td>
<td>Maintain an objective approach to the physiochemical and in vivo characteristics required for candidate selection.</td>
</tr>
<tr>
<td>B5</td>
<td>Display an awareness of the strengths, weaknesses and utilization of specific toxicology testing techniques.</td>
</tr>
<tr>
<td>B6</td>
<td>Appreciate the need for research, an evidence base, and reflective practice when making professional judgements about drug toxicity.</td>
</tr>
<tr>
<td>B7</td>
<td>Demonstrate initiative and originality in problem solving</td>
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</table>

Attributes:

<table>
<thead>
<tr>
<th>C1</th>
<th>Can act autonomously in planning and implementing tasks at a professional or equivalent level</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Demonstrate appropriate and comprehensive practical and theoretical skills as well as advanced communication expertise- allowing decision making in complex and unpredictable situations</td>
</tr>
<tr>
<td>C3</td>
<td>Demonstrate autonomy in self directed learning and realise their scope of practice</td>
</tr>
</tbody>
</table>

How Will You Learn?

One of the major strengths of the course lies in the fact that the teaching staff consist of not only institute members but also involves top professionals working in the pharmaceutical industry and CRO-s. Our exceptional expert “panel” of internal as well as external lecturers is actively engaged with the course. Members of the WHRI who are teaching on our course are invaluable assets to the progression of the students on the course as they are not only intellectually stimulating them, but engaging them as self-directed learners, and more closely connecting them to the university and college as a community.

Teaching methods employed during this PGDip/MSc course consists of lectures from the William Harvey Research Institute staff and outside experts, using well-established classic teaching methods in order to create a stimulating and effective online distance learning environment.

The taught course will be delivered on the Charterhouse Square campus and will be supported by the College’s virtual learning platform. * Overall course information, including student handbook and timetables, will be distributed through Moodle.

A variety of teaching strategies will be employed. Each module is presented on-line as:

-   Summary of the module
-   Aims and Objectives
-   Plan for assessments

* Additional one-to-one tutorials with individual students will be arranged if required
* Library facilities. All students registered on the course will have access to the college on-line library facilities. This gives access to a large number of relevant journals. Students will have access to other academic literature and journals via their QMUL log-on.
Programme Title: PGDip/MSc in Healthcare Research Methods

The topics for the module outlined in the syllabus will be delivered using a variety of methods to include:

1) Lectures – These lectures will be delivered by members of the course faculty with occasional ‘guest lectures’ for selected topics.

2) Podcasts. Some of the taught material may be delivered by podcast. In addition some of the exercises (for example guided reading, critical appraisal, guidelines review) may be introduced by podcast together with instructions for the exercise. This material will be presented in audio files (MP3 format) with, where relevant, linked paper-based reading material.

3) Lecture notes and document reading material (word documents and PDF.) Topics will also be covered in the form of guided reading – with a reading list or short series of scientific papers to read followed by questions or exercises.

4) Seminars / Tutorials. Some topics may be covered in seminars. These will be based around a topic or around a series of relevant articles from scientific journals.

How Will You Be Assessed?

- Students will be assessed based on online submitted written assignments. The course team evaluates the progression of students on their written assignments, maintaining the highest quality of work as well as achieving the course learning objectives.

Format
The final mark will have the following components
- Continuous assessment (module assignment).
- Dissertation

Continuous assessment (module assignment)
For the continuous assessment mark, candidates will be assessed throughout the year in the form of objective assessment by written assignment.

Dissertation
The candidates will submit a written dissertation on a subject in which they have been supervised. A viva on the dissertation may be required for borderline candidates. This will take place at the final board of Examiners meeting

All assignments will be double marked by the experts teaching on particular topics.

How is the Programme Structured?

The modular nature of the courses is designed to fit in with the needs of those students who are in full time employment. The taught element of the modules is delivered in three-day blocks every four to six weeks (approximately). For an MSc award 10 modules in total.

Module Titles:

Health and the Human Body
Healthcare organisation and Decision Making
Clinical Study Design
Practical Aspects of Clinical Research & Early Drug Development
Ethics & Regulation in Clinical Research
Data Management: The Interpretation of Statistics & Pharmacokinetics
Specific Topics in Clinical Trial Design and Elective Project
Health and Pharmaco-Economics
Programme Title: PGDip/MSc in Healthcare Research Methods

Pharmaceutical & Healthcare Marketing

Dissertation

Academic Year of Study  1

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- Course Material (1-5)
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Programme Title: PGDip/MSc in Healthcare Research Methods

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- Drug safety and pharmacovigilance
- Clinical trial management e.g. (clinical research associates)
- Pharmaco- economics
- Marketing
- Regulatory Affairs
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</table>
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

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<thead>
<tr>
<th>Module Title</th>
<th>Specific Topics in Clinical Trial Design and Elective Project</th>
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Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute | William Harvey Research Institute

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

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<thead>
<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
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<tbody>
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<td>Healthcare Research Methods and Clinical Drug Development PG</td>
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Anticipated Student Registrations

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<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>30</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**Module Rationale**
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

In the original course programme two 15 credit modules were delivered with Specific Topics in Clinical Trial Design and Elective Project being separate modules. However, after internal discussions with the course team, the WHRI Education board and the SIS team it was felt that these two modules would make better administrative and academic sense if they were concatenated into one 30 credit module.

**Resource Requirements**

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>No change in existing resource needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td></td>
</tr>
</tbody>
</table>

**Approval of New Module Proposal**

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

[Signature]

Mark Caulfield

[Signature]

Head(s) of supporting School

[Signature]

[Signature]
Section 2 - Module Specification

Module Title: Specific Topics in Clinical Trial Design and Elective Project

Credit Value: 30
Level: 7
Mode of Delivery: On Campus & Distnac
Semester: 

Module Organiser:

Pre-requisite modules: Module 1 to 6
Co-requisite modules: None
Overlapping modules: None

1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module will outline and discuss the different research designs that are needed for a variety of difficult clinical areas including outcome trials; diseases of the nervous system (e.g. dementias); respiratory diseases (e.g. a chronic obstructive airways disease; cardiovascular diseases (e.g. hypertension); and malignancies and immunological disorders (e.g. AIDS). In addition the regulatory requirements for biotechnology products and medicinal devices will be discussed.

2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aim of this module is to give the students examples of trials in patients rather than volunteers and to deal with the special problems that can arise in patient studies. In addition, two very specific, but increasingly important topics, biotechnology products and equivalence trials, are dealt with in more detail.

Students can then consolidate their learning by tackling a short Elective Project that addresses a challenging or potentially contentious area of medical research, treatment or practice question which requires literature review, critical thinking and the development of a coherent argument to answer.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

| A1 | Demonstrate a high level understanding of the diversity of human research studies |
| A2 | Appreciate the importance of outcome trials in research and their application to effective healthcare |
| A3 | Describe the underlying principles governing research as applied to the use of biotech products |

Disciplinary Skills - able to:

| B1 | Display an awareness of the scientific and laboratory needs to support the clinical trials |
| B2 | Understand how biomarkers can be used to drive and support clinical studies. |
| B3 | Appreciate the need for research, an evidence base and reflective practice when making professional judgements about treatment outcomes |
| B4 | Maintain an objective approach to research studies while recognising the individual nature of each patient |

Attributes:

| C1 | Can act autonomously in planning and implementing tasks at a professional or equivalent level |
| C2 | Demonstrate appropriate and comprehensive practical skills - allowing decision making in complex and unpredictable situations |
| C3 | Demonstrate autonomy in self directed learning and realise their scope of practice |

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Statistical Thinking for Non Statisticians in Drug Regulation by Richard Kay (2007)
Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / Lecturer Interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>that addresses a challenging or potentially contentious area of medical research</td>
<td>Dissertation</td>
<td>5000 words</td>
<td>100</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

2. Student Independent Learning Time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

| 250 |

1. + 2. Total Module Notional Study Hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

| 300 |

Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
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<td>Dissertation</td>
<td>5000 words</td>
<td>100</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ☐ Standard Reassessment
  - Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Nature of proposal(s) | Programme Amendment
---|---
Owning School / Institute | School of Languages, Linguistics and Film
Title of Proposal(s) being considered

- Forty-two undergraduate degree programmes with a language in the School.
- Fifty-five undergraduate degree programmes with a year abroad in the School

Outcome requested

Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.

Potential issues identified and comments on the proposal(s) from Academic Secretariat

The School is proposing two major changes to the regulations for its undergraduate degree programmes:

i. For programmes with a language - to remove the alternative exit title for students entering in 2012/13. Currently students who meet the numerical module requirement for award but who have not passed the final year core language module are awarded a degree with the alternative exit title ‘French/German/Spanish/Russian Studies’ as appropriate. It is proposed that instead, students will not be eligible for an award even if they have passed 270 credits. Students will be required to re-sit out of attendance to meet the requirements.

ii. For programmes with a year abroad/placement – to amend the year weightings for the four-year degrees to reduce the weighting given to the year abroad and increase the weighting given to the final year. This is proposed for new students entering in 2012/13 and for current students in years 1-3. A transitional compromise is proposed for students in their final year 4 in the current academic year (2011/12).

These proposals are in response to a sustained set of comments from the external examiners and have been discussed both at the Degree Exam Board and with the Academic Secretary.

Revised Programme Specifications have not been received at
this stage, due to the breadth of the changes proposed. Following the outcome at TPB these will be amended to reflect the decision and complete the approval process.

The Programme Amendment for the alternative exit title had been signed by the School of Politics and International Relations. The School of English and Drama had agreed with the amendment but not signed the formal documentation. However, a response from the School of Business and Management and School of History had not been forthcoming.

The Programme Amendment for the Year Abroad programmes had been signed by the School of Geography and the School of Politics and International Relations. The School of English and Drama had agreed with the amendment but not signed the formal documentation. A response from the School of Business and Management, School of History, and School of Economics and Finance had, at the time of writing, not been received.
Taught Programmes Board

Programme Amendment Form

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by the College. For example:

- change in the title of the programme - please note that changing the programme title will necessitate the recoding of the programme
- change in the length of the programme of study
- changes in compulsory or recommended modules
- changes in the programme regulations

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information (as previously approved)

<table>
<thead>
<tr>
<th>Programme Title(s)</th>
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<tbody>
<tr>
<td>LR21 French and Politics</td>
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<tr>
<td>LR22 German and Politics</td>
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<tr>
<td>LR24 Hispanic Studies and Politics</td>
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<td>QR37 English and Russian</td>
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<td>R100 French</td>
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<tr>
<td>R1N1 French with Business Management</td>
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<td>R201 German</td>
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<td>R490 Hispanic Studies and Catalan Language</td>
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<td>R710 Russian</td>
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<td>R7N1 Russian with Business Management</td>
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<tr>
<td>RQ11 French and Linguistics</td>
</tr>
<tr>
<td>RQ12 French and Comparative Literature</td>
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<td>RQ41 Hispanic Studies and Linguistics</td>
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<td>RW16 Film Studies and French</td>
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<tr>
<td>RW46 Film Studies and Hispanic Studies</td>
</tr>
<tr>
<td>RW76 Film Studies and Russian</td>
</tr>
</tbody>
</table>
Taught Programmes Board

Programme Qualification | Mode of study | Programme Duration
---|---|---
Bachelor of Arts (BA) | FT with Study Abroad/Placement | 4 Academic Years
Bachelor of Arts (BA) | Full Time | 3 Academic Years

Responsible School / Institute
School of Languages, Linguistics & Film

Schools who are also involved in teaching part of the programme
School of Business & Management
School of English & Drama
School of Geography
School of History
School of Politics and International Relations

Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme

Programme Organiser
Professor Rüdiger Görner

1) Proposed Amendment(s)
Detail the proposed amendments to the programme and attach the updated Programme Specification. If new modules are to be added to the programme(s) or if existing modules are to be removed this should be clearly specified in the space below. Further information regarding the module(s) to be added / removed from the programme(s) can be provided in the table below. Alternatively, this information can be presented in text form in the space below, as long as all of the key information in the table is detailed.

Amendment to Programme Regulations:

Programme Regulations that the requirements for award are:

"Students must pass a minimum of 270 credits including the final year core language module, but not including Year Abroad (if applicable). Students who meet the numerical requirement for award but who have not passed the final year core language module will be awarded a degree with the alternative exit title French/German/ Spanish/Russian Studies as appropriate."

We wish to amend the programme regulations to state:
"Students must pass a minimum of 270 credits including the final year core language module, but not including Year Abroad (if applicable). Students who do not pass the final year language core module will not be eligible for award even if they have passed 270 credits. Students will be required to re-sit out of attendance to meet the requirements for award."

Revised Programme Specifications are to follow.

2) New Programme Title (if applicable)
Please note that changing the programme title will necessitate the recoding of the programme.

3) Proposed Date of Amendment Introduction
2012/13 entry

4) Rationale
Detail the rationale for the proposed amendment(s).

The alternative exit titles of "X Studies" no longer fulfil the purpose for which they were designed, that is to denote that whilst the candidate had reached degree standard overall, the level of their language ability was not at degree standard. Due to the proliferation of degree courses in Higher Education which include the title 'Studies' this distinction is no longer clear either within the wider world or within academia. We have been encouraged both by our external examiners and by the Academic Secretariat to review our use of alternative exit titles.

However due to the practical nature of Language degree programmes, the School does not believe that a student can be awarded an honours degree in a named language when the student's language ability is not at degree standard as this would be deeply misleading to both potential employers and other Higher Education Institutions and would call into question the validity of the College's degrees. The School would therefore like to amend our programme regulations to ensure that the final year language module is properly designated as a core module, and failure in this module will prevent a student from being awarded a degree (even if they have achieved the numerical number of required credits).

This would also comply with our programme regulations for pre-finalists, where the language module is a core module and if students do not pass the module (even if they meet the numerical requirements for progression under the College Regulations) they are not allowed to progress to the next year of study but are required to re-sit out of attendance.

We are fully supported by our External Examiners in this amendment.

5) Resource Implications of Proposed Amendment(s)
Are there any resource implications linked to the proposed amendment(s)?

No
6) Anticipated Practical Implications of Proposed Amendment(s)
Please specify how students’ study patterns might be affected. Have the students been consulted about the proposed amendment(s)?

| Students have not been consulted regarding this particular amendment. However we do not intend to introduce the amendment for current students. Students’ study patterns will not be affected. |

7) External Examiner(s) and Student Consultation
Have you consulted your External Examiner(s) and Students about the proposed amendments? If so, please detail their comments.

| All our external examiners have vigorously exhorted us to reform our alternative exit titles and this programme amendment form is being introduced partly in response to their comments. In their 2011 reports the external examiners commented that our alternative exit titles are:

“not meaningful beyond academe as an indicator of the ‘non-linguist’, and is entirely likely to be misunderstood by a prospective employer who will read it as indicative of a wholly competent languages graduate fluent in the written and spoken language. Moreover, I would venture that it is not meaningful within academe. For example, at the University of Bristol, the ‘BA in Hispanic Studies’ is the standard degree scheme.” (Susan Harrow External Examiner for French University of Bristol).

Abigail Lee-Six, External Examiner for Hispanic Studies (Royal Holloway, University of London) further commented:

“I am very disappointed to find that students failing the final-year core language module but passing enough units to graduate are still being given degree titles of French/German/Spanish/Russian Studies. This is misleading to your graduates’ future employers and effectively devalues the degrees of those who do not fail the core language and graduate with titles like Hispanic Studies. Nobody in the outside world would construe French [etc.] Studies as meaning that language skills in French [etc.] were not degree standard: this is the academic equivalent of a contravention of the Trade Descriptions Act.... In the present globalized jobs market and considering that linguists are especially likely to be job-hunting overseas, this arcane connotation of the word ‘studies’ is even less likely to be understood and could be bringing the name of Queen Mary and the University of London into disrepute, for if a student with such a degree title were offered a job in Brussels, Frankfurt, or Geneva, for example, only to be found to be unable to cope linguistically, imagine what conclusion concerning the university’s standards will be drawn and imagine how it would disadvantage a perfectly good graduate applying for a job in the same company subsequently.”

Our External Examiners wholly support our proposed amendment. We have also had approval from the Chair of the UG Arts DEB. |

A revised Programme Specification must accompany the Programme Amendment. Programme Amendments that are not accompanied by the necessary documentation will not be accepted by the Academic Secretariat.

> If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted? [N/A]

> Has the Programme Specification been revised to take into account the programme amendment? [N/A]
<table>
<thead>
<tr>
<th>Programme Organiser*</th>
<th>Ruediger Goerner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head(s) of School</td>
<td>Ray Kiely</td>
</tr>
<tr>
<td>Head(s) of School</td>
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</table>

Digitally signed by Ruediger Goerner
DN: cn=Ruediger Goerner, o=Queen Mary, ou=School of Languages, Linguistics and Film, email=r.goerner@qmul.ac.uk, c=GB
Date: 2012.02.08 15:48:45 Z

Digitally signed by Ray Kiely
DN: cn=Ray Kiely, o=Queen Mary, ou=Department of Politics, email=r.kiely@qmul.ac.uk, c=GB
Date: 2012.02.13 12:12:46 Z

TPB2011-037
Programme Amendment Form

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### Taught Programmes Board

<table>
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<td>RR72 Russian and German</td>
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<tr>
<td>RR79 Russian (European Studies)</td>
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<td>RRFK German and Hispanic Studies (European Studies)</td>
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<td>RW76 Film Studies and Russian</td>
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<td>TR99 French and German (European Studies)</td>
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<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
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</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA)</td>
<td>FT with Study Abroad/Placement</td>
<td>4 Academic Years</td>
</tr>
</tbody>
</table>

**Responsible School / Institute**: School of Languages, Linguistics & Film

**Schools who are also involved in teaching part of the programme**

- School of Electronic Engineering & Computer Science
- School of Economics
- School of Politics and International Relations
- School of Geography
- School of English & Drama
- School of Business & Management
- School of History

**Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme**

**Programme Organiser**: Professor Rüdiger Görner
1) Proposed Amendment(s)
Detail the proposed amendments to the programme and attach the updated Programme Specification. If new modules are to be added to the programme(s) or if existing modules are to be removed this should be clearly specified in the space below. Further information regarding the module(s) to be added / removed from the programme(s) can be provided in the table below. Alternatively, this information can be presented in text form in the space below, as long as all of the key information in the table is detailed.

The School proposes to amend the weighting of our 4-year language degrees from the current 1:2:2:4 to 1:2:1:4. This is in response to our External Examiner’s comments. This will ensure a fairer outcome for all our students and it will also ensure greater parity between the means used for the 4-year degree programmes and for the 3-year degree programmes.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
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<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Add / Remove Module from Programme</th>
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</table>

2) New Programme Title (if applicable)
Please note that changing the programme title will necessitate the recoding of the programme.

N/A

3) Proposed Date of Amendment Introduction
2011/12

4) Rationale
Detail the rationale for the proposed amendment(s).

Many of our External Examiners have urged us to re-consider the weighting of the Year Abroad in the degree classification calculation. Their concerns are that:

“The weighting of the year-abroad assessment is perhaps unfairly high. In my view the value of the year abroad is not predicated upon examination performance in a foreign university and it would not therefore devalue its importance to attribute a lower numerical value to this in the overall calculation of the final degree result.” (Abigail Lee Six, Royal Holloway University of London, External Examiner for Hispanic Studies)

“It remains, however, that the weight of the Year Abroad seems to be inappropriately loaded in part because its current outcome seriously affects a degree which is awarded by the institution whilst the actual experience is not entirely within its control; in part, and more importantly, since the final year appears to be undervalued. The combined effect appears to skew the profiles of a number of candidates.” (Gabrielle Parker, Middlesex University, former External Examiner for French)

“The current weighting is 1/2/2/4. ‘2’ for the Year Abroad is exorbitant (compared to ‘4’ for the Final Year) and, as was clear at the Examinations Board, this weighting may, in some instances, have a disproportionate impact on student outcomes. Valued currently at 44% only, the Final Year weighting does not seem to capture candidates’ exit velocity in what is conceived as a ‘developmental’ degree scheme. I would hope that the weightings could be reconfigured to ensure that the Final Year performance receives appropriate value.” (Susan Harrow, University of Bristol, External Examiner for French)

The School takes these concerns very seriously and notes that the final year can be undervalued especially when compared with the classification system used for all other UG students in Arts (except Geography students) who undertake a 3-year degree programme:
Taught Programmes Board

<table>
<thead>
<tr>
<th>4-year degree classification calculation</th>
<th>3-year degree classification calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Weighting</td>
</tr>
<tr>
<td>1st</td>
<td>1</td>
</tr>
<tr>
<td>2nd</td>
<td>2</td>
</tr>
<tr>
<td>YA</td>
<td>2</td>
</tr>
<tr>
<td>YF</td>
<td>4</td>
</tr>
</tbody>
</table>

There is clearly some disparity between the percentage allocated to the final year between the 4-year degree students and the 3-year degree students. Whilst, there is never going to be equal value between the two schemes because of the extra year, it is felt that a 13% difference is too high and has been found to be to the detriment of some students.

To address these concerns, the School has decided to introduce a new classification calculation for the 4-year degree students. The new proposed classification calculation is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Weighting</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>2nd</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>YA</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>YF</td>
<td>4</td>
<td>50%</td>
</tr>
</tbody>
</table>

This new classification calculation will reduce the weighting given to the Year Abroad and increase the weighting given to the final year which will result in greater parity between the 3-year degree programme and the 4-year degree programme. The School believes that the Year Abroad year is an important year for students and should be taken seriously but not to the extent that the final year degree weighting was so undervalued in the degree classification.

5) Resource Implications of Proposed Amendment(s)
Are there any resource implications linked to the proposed amendment(s)?

No

6) Anticipated Practical Implications of Proposed Amendment(s)
Please specify how students’ study patterns might be affected. Have the students been consulted about the proposed amendment(s)?

As we believe this proposal will be to the advantage of all our current students, we want to introduce the new proposal as soon as possible so that all our students can have the benefit of the fairer weighting rather than only introduce the proposal for new students due to enter the College in September 2012. Therefore, we held a full student consultation with all our current students regarding this new proposal.

We received a very high response rate to our consultation from our students and we were particularly guided by the views of our current Year Abroad Students and the current Final Year Students as these are the students who have direct experience of the Year Abroad Module and who therefore had the highest response rate to the consultation out of all the year groups (64% and 86% respectively).

Overall, we received a clear majority of more than two thirds of our current students (69%) being in favour of the proposal being introduced for current students. Amongst our Year Abroad students 82% were in favour. Therefore, we would like to act upon this mandate from our current students and introduce this proposal as it stands to affect the current Year Abroad students, second year students, first year students and those students due to enter the College in September 2012.

We also received a majority in favour from our current final year students, but this majority at 58% was much slimmer than the
majority received in favour from the other academic years. There was a significant minority (42%) who were not in favour of the proposal being introduced for current students as they were concerned that the proposed weighting might inadvertently have a detrimental effect on their degree classification.

The School does not believe that this will be the case, however due to the slimness of the majority in favour and a significant minority against and the need to be fair to all our students, we would like to apply the following transitional arrangements to this years’ final year (2011-12) only:

We will use both mean calculations to determine a student’s final overall mean and the calculation that determines the highest result for an individual will be the one used to classify that student's degree. The School believes that the new weighting will be to the benefit of all students; however by using both weightings and taking the one that yields the highest calculation the School can ensure that no student whatsoever will be inadvertently disadvantaged by the change in weighting.

We have had preliminary discussions with the Academic Secretariat regarding these transitional arrangements and they have indicated that, subject to TPB approval, it would be possible to apply this transitional arrangement for this academic year (2011-12) only. We have also had approval from the Chair of the UG Arts DEB.

7) External Examiner(s) and Student Consultation
Have you consulted your External Examiner(s) and Students about the proposed amendments? If so, please detail their comments.

Our External Examiners have urged us to reconsider the weighting of the Year Abroad in the overall degree classification for some years and they would support this amendment. Some of their comments are detailed in section 4 of this document.

A full student consultation has been held in the School (see section 6 for details).

We have not submitted revised programme specifications as the details of the degree weightings are not detailed in our programme regulations but in the Academic Regulations (Reg 4.78).

A revised Programme Specification must accompany the Programme Amendment. Programme Amendments that are not accompanied by the necessary documentation will not be accepted by the Academic Secretariat.

> If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted? [N/A]

> Has the Programme Specification been revised to take into account the programme amendment? [N/A]
<table>
<thead>
<tr>
<th><strong>Paper Title</strong></th>
<th>Contract for the LLM in Paris involving the University of London Institute in Paris and Queen Mary, University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Owning School / Institute</strong></td>
<td>Centre for Commercial Law Studies</td>
</tr>
</tbody>
</table>
| **Executive Summary** | Part 2 approval for the LLM Paris was granted at TPB in November 2011. The following document is the formal contract between ULIP and Queen Mary. The contract is in draft format and at the time of writing it had not been approved by Queen Mary Senior Executive.  
A number of points to note, identified by CCLS, also accompany the contract and are provided below for information. |
| **Outcome Requested** | Taught Programmes Board (TPB) is asked to consider and note the following draft contract, which outlines the respective roles and responsibilities of ULIP and Queen Mary |
| **Paper Author** | Professor Morag Shiach, Vice-Principal and Executive Dean (Humanities and Social Sciences)  
Professor Spyros Maniatis, CCLS Director |
Points to note from CCLS

We have tried to make sure that the obligations of both parties are worded in a more balanced fashion than in the previous version of the contract (e.g. use of "shall" for both the University's and Queen Mary's obligations).

Similarly, we have tried to balance out Section 4 (University's Obligations) and Section 5 (Queen Mary's Obligations), as well as Section 8 (University's Liability) and Section 9 (Queen Mary's Liability) by inserting similar language and clauses in the respective sections.

We have flagged a couple of clauses that seem unreasonable (e.g. Section 6.1.4 containing a very broad exclusion of the University's liability; Section 19.1 containing the possibility to amend the contract by a vote of the ULIP Board without Queen Mary's approval - note that here we do not know the extent QM is represented, this may be redundant if there is adequate representation).

And some additional remedial points following an informal - and extremely helpful - discussion I had with Anna, keeping in mind that this contract is perceived as a precedent (in my mind unreasonably, because there is no such thing as a good precedent for agreements that cannot be the same, but ...) for other external arrangements from Queen Mary's perspective or for further engagement with other Colleges from ULIP's perspective.

Clauses that have been deleted could be reworded by the University lawyers, by simply introducing more balanced language (the two institutions should inform each other before or as soon as possible, engage in dialogue before ...). This would make things much easier to accept for both parties.

Space issues could be revisited once the programme is established.

Perhaps a general clause should be inserted - or the principle should be kept in mind when redrafting - setting that Queen Mary is primarily responsible for programme policy issues, both parties are responsible for the implementation of the policies (to varying extents), and both parties are responsible for the communication of policies (to varying extents).

We introduce a review mechanism / body that meets and reviews in September AND January.

At first instance Anna, the Dean at ULIP, the LLM Director, and the CCLS Director or Departmental Manager, adding at second instance, and only if required, the sectoral Vice Principal from Queen Mary and whoever has an overview over ULIP at UoL.
DATED

(1) UNIVERSITY OF LONDON

(2) QUEEN MARY, UNIVERSITY OF LONDON

AGREEMENT

relating to the delivery of a Queen Mary Master of Laws (LLM) degree Programme at the University of London Institute in Paris
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THIS AGREEMENT is made on [ ]

BETWEEN:

(1) UNIVERSITY OF LONDON of Senate House, Malet Street, London, WC1E 7HU ("University"); and

(2) QUEEN MARY, UNIVERSITY OF LONDON of Mile End Road, London, E1 4NS ("Queen Mary").

BACKGROUND:

(a) The University and Queen Mary are legally distinct entities.

(b) Queen Mary has developed an international reputation for the quality of its academic teaching and research in the field of law.

(c) The University of London Institute in Paris (ULIP) was incorporated into the University of London in 1969. ULIP is established as a Central Academic Body in accordance with Statute 17.1 of the University and listed in Appendix 2 of the Statutes.

(e) By virtue of a Memorandum of Understanding, a consortium arrangement exists between the University, Queen Mary and Royal Holloway, University of London and, as denoted in the University's Ordinance 11.

(f) The parties now seek to enter into this Agreement in order to make an LLM degree programme available to Queen Mary students at the University of London Institute in Paris, and to agree the terms upon which the University facilities will be provided to Queen Mary and the responsibilities of each of the parties with regards to such provision.

(g) Queen Mary undertakes to contribute the academic knowledge and experience necessary to develop and assess the LLM Paris Programme; as well as to provide administrative and marketing support. The degree will be a Queen Mary degree, awarded by the University and delivered at the University of London Institute in Paris.

(h) In general terms, the University has established the University of London Institute in Paris (as a Central Academic Body of the University) to contribute the Paris-based infrastructure and experience necessary to enable students to conduct their studies wholly in Paris. The responsibilities of the University (acting through the University of London Institute in Paris) are outlined herein.

IT IS AGREED as follows:

1. INTERPRETATION

1.1 In this Agreement:-

"Academic Year" shall mean a year beginning on 1 September of any calendar year and ending on 31 August in the following calendar year.

"Academic Regulations" shall mean the Queen Mary, University of London, Academic Regulations, as approved by Senate on 16 June 2011 and updated as the College considers appropriate.

"Academic Standards" shall mean the level of achievement that a student has to reach to gain a degree awarded by the University of London.

"Agreement" shall mean this Agreement together with its Schedules and Appendices.
"Charges" shall mean the charges payable by Queen Mary to the University in accordance with this Agreement as set out in Schedule 3.

"Closed Programme" shall mean the Programme which either or both of the parties have agreed to cease or have ceased to offer and provide to new Students in Paris for whatever reason.

"Closure Period" shall mean the period commencing on the date of receipt of a notice from either party to terminate this Agreement and/or to close the Programme and ending on the last date on which any Student enrolled on the Closed Programme may receive their final examination results as set by Queen Mary for the Closed Programme or, if earlier, the date on which the last of the Students enrolled on the Closed Programmes has either:-

(a) withdrawn from the Closed Programme; or
(b) transferred to a Programme delivered by Queen Mary in London.


"Commencement Date" shall mean [     ].

"Confidential Information" means all information relating to a party's business and products (including without limitation operations, plans, market opportunities, customers, know-how or by any other medium.

"Data Controller" has the meaning given to that term in the DPA.

"Data Processor" has the meaning given to that term in the DPA.

"DPA" means the Data Protection Act 1998 and the rules and regulations made or having effect under it.

"EiRs" means the Environmental Information Regulations 2004 together with any guidance and/or codes of practice issued by the Information Commissioner or relevant Government Department in relation to such regulations.

"Financial Year" shall mean a year beginning on 1 August of any calendar year and ending on 31 July in the following calendar year.

"FOIA" means the Freedom of Information Act 2000 and any subordinate legislation (as defined in Section 84 of the Freedom of Information Act 2000) made under the Freedom of Information Act 2000 from time to time together with any guidance and/or codes of practice issued by the Information Commissioner or relevant Government Department in relation to such Act.

"Force Majeure Event" shall have the meaning as set out in clause 13.

"Information" has the meaning given to it under Section 84 of the Freedom of Information Act 2000.
"Intellectual Property" shall mean all intellectual property rights wherever in the world arising, whether registered or unregistered (and including any application), including copyright and related rights, know-how, confidential information, trade secrets, business names and domain names, trade marks, service marks, trade names, patents, petty patents, utility models, design rights, database rights and any other intellectual or industrial property rights of any nature including all applications (or rights to apply) for, and renewals or extensions of such rights and all similar or equivalent rights or forms of protection which subsist or will subsist now or in the future.

"LLM Paris Programme" shall mean the Queen Mary postgraduate degree programme leading to a Master of Laws (LLM) qualification to be awarded by the University which Queen Mary shall develop for delivery at the University of London Institute in Paris.

"LLM Paris Students" shall mean students enrolled at Queen Mary for the LLM Paris Programme to be delivered at the University of London Institute in Paris.

"Memorandum of Understanding" shall mean the framework for the University of London Institute in Paris Consortium approved by the University of London Council on 23 March 2005; the Royal Holloway, University of London Council on 22 March 2005; and the Queen Mary, University of London Council on 21 April 2005.

"Personal Data" has the meaning given to that term in the DPA.

"Premises" shall mean the University's ULIP premises in Paris, shared with the British Council, at 9 - 11 rue de Constantine, 75007 Paris, France. [Note: To be amended and expanded as necessary, reference to building names, areas etc which fall within the description of ULIP, if relevant]

"Process" has the meaning given to that term in the DPA and "Processed" and "Processing" shall be construed accordingly.

"Queen Mary Obligations" shall mean the obligations that Queen Mary is required to comply with or perform under this Agreement as set out in clause 5 and Schedule 2.

"Regulatory Body" means any regulator or regulatory body to which either party is subject from time to time.

"Request for Information" shall have the meaning set out in FOIA or the EIRs as relevant (where the meaning set out for the term "request" shall apply).

"University of London Institute in Paris" or "ULIP" shall mean the Central Academic Body of the University (established pursuant to Statute 17.1 of the University Statutes and regulated by Ordinance 11 of the University's Ordinances) situated at 9- 11 rue de Constantine, 75007 Paris, France.
"University Services" shall mean the services to be provided to Queen Mary under this Agreement as set out in Schedule 1 together with any other services that the University agrees in writing to provide to Queen Mary.

"University’s Equipment" shall mean any equipment, including IT and audio-visual equipment, printers, photocopiers, fixtures and fittings, systems, cabling, provided by the University and used directly or indirectly in the provision of the University Services. [Note: To be amended and expanded as necessary]

1.2 In this Agreement, unless the context otherwise requires:

1.2.1 any Schedules form part of this Agreement and references to this Agreement include them;

1.2.2 references to Clauses and Schedules are to Clauses of, and Schedules to, this Agreement and references in a Schedule or part of a Schedule to Paragraphs are to Paragraphs of that Schedule or part of that Schedule;

1.2.3 references to this Agreement or any other document are to this Agreement or that document as in force for the time being and as amended from time to time in accordance with this Agreement or that document (as the case may be);

1.2.4 words importing a gender include every gender, references to the singular include the plural and vice versa and words denoting persons include individuals and bodies corporate, partnerships, unincorporated associations and other bodies (in each case, wherever resident and for whatever purpose) and vice versa; and

1.2.5 a reference to a statute or statutory provision shall include any subordinate legislation made under the same and (as so defined) shall be construed as including a reference to that statute, provision or subordinate legislation as in force at the date of this Agreement and as from time to time modified or consolidated, superseded, re-enacted or replaced (whether with or without modification) after the date of this Agreement.

1.3 The headings and contents table in this Agreement are for convenience only and do not affect its interpretation.

1.4 If there is a conflict or inconsistency between any clause of, and any schedule to, this Agreement the schedule to this Agreement shall prevail to the extent of any inconsistency. For this purpose an omission (whether deliberate or inadvertent) is not, by itself, to be construed as giving rise to a conflict or inconsistency.

1.5 In this Agreement the words "other", "includes", "including" and "in particular" do not limit the generality of any preceding words and any words which follow them shall not be construed as being limited in scope to the same class as the preceding words where a wider construction is possible.

2. PURPOSE AND SCOPE

2.1 The parties agree to collaborate in good faith in order to develop and deliver the LLM Paris Programme at the Premises on the terms and conditions of this Agreement.

2.2 The purpose of this Agreement is to set out the respective operational, financial, and practical obligations responsibilities of the parties in relation to the delivery of the LLM Paris Programme at the Premises.
3. **COMMENCEMENT AND DURATION**

This Agreement shall commence on the Commencement Date and, subject to clause 11, shall continue in force for a period of [three years]. [Note: To be amended as necessary – is it a set term of 3 years, or an initial term of 3 years that becomes a rolling annual contract?]

4. **UNIVERSITY OBLIGATIONS**

4.1 The University shall provide the University Services in accordance with the terms of this Agreement, including Schedule 1.

4.2 The University shall,

4.2.1 in performing the Services, meet any performance dates or times specified in Schedule 1 or otherwise agreed between the parties but any such dates or times shall be estimates only and time for performance by the University shall not be of the essence of this Agreement,

4.2.2 maintain transparency, communication and coordination with Queen Mary in all respects in relation to the University Services and Queen Mary Obligations; and

4.2.3 co-operate with Queen Mary in all matters relating to the Queen Mary Obligations.

4.3 The University shall nominate the Dean of ULIP and the Chief Operating Officer and Secretary of the University as its representatives to represent the University’s interests in all matters relating to this Agreement. The University may from time to time revoke the nomination of its representatives and appoint replacement representatives by notice in writing to the representatives of Queen Mary.

4.4 [Note: are the University Services subject to annual review? How will this be dealt with? Through what mechanism / committee and in light of which feedback from whom – UoL, ULIP, CCLS, QMUL central) and may also be reviewed intermittently upon the agreement of both parties. Any adjustments will be dealt with how?]

4.5 If Queen Mary’s performance of any obligation under this Agreement is prevented or delayed by any act or omission of the University, its agents, subcontractors, consultants or employees, Queen Mary shall not be liable for any costs, charges or losses sustained or incurred by the University that arise directly or indirectly from such prevention or delay.

5. **QUEEN MARY OBLIGATIONS**

5.1 Queen Mary shall provide the Queen Mary Obligations in accordance with the terms of this Agreement, including Schedule 1.

5.1 Queen Mary shall:

5.1.1 maintain transparency, communication and coordination with the University in all respects in relation to the University Services and Queen Mary Obligations;

5.1.2 be responsible for the development and delivery of the LLM Paris Programme in all respects, including compliance with the Queen Mary Obligations set out in Schedule 2;

5.1.3 co-operate with the University in all matters relating to the University Services;

5.1.4 obtain and maintain all necessary licences and consents and comply with all relevant legislation in relation to its receipt of the University Services, the LLM Paris Programme and the use by the University of any Queen Mary materials, in all cases before the date on which the University Services are to start;

5.1.5 keep and maintain, or procure the maintenance of, any University’s Equipment which is in the use, possession or control of Queen Mary or any of Queen Mary’s staff,
representatives or students, in good condition or in accordance with the University's
instructions as notified from time to time and shall not use, or shall procure the non-use
of, the University's Equipment other than in accordance with the University's written
instructions or authorisation; and

5.1.6 [Note: any other relevant obligations?]

5.2 Queen Mary shall nominate a representative(s) to represent its interests in all matters relating to
this Agreement. Queen Mary may from time to time revoke the nomination of its representative and
appoint a replacement representative by notice in writing to the representatives of the University.

5.3 If the University's performance of any obligation under this Agreement is prevented or delayed by
any act or omission of Queen Mary, its agents, subcontractors, consultants, employees or any LLM
Paris Student, the University shall not be liable for any costs, charges or losses sustained or
incurred by Queen Mary that arise directly or indirectly from such prevention or delay.

5.4 Queen Mary shall not, without the prior written consent of the University, at any time from the date
of this Agreement to the expiry of [NUMBER] months after the termination of this Agreement, solicit
or entice away from the University or employ or attempt to employ any person who is, or has been,
engaged as an employee, consultant or subcontractor of the University in the provision of the University
Services.

5.5 [Note: are the Queen Mary Obligations subject to annual review? How will this be dealt
with? Through what mechanism / committee and in light of which feedback from who – UoL,
ULIP, CCLS, QMUL central) and may also be reviewed intermittently upon the agreement of
both parties. Any adjustments will be dealt with how?]

6. UNIVERSITY PREMISES AND EQUIPMENT

6.1 Premises

6.1.1 The University will allow to persons duly authorised by Queen Mary (including the LLM
Paris Students) such access to the Premises as is required for the purpose of the LLM
Paris Programme. Queen Mary's right of access (and the right of access for any
authorised persons) will terminate at the end of the Closure Period.

6.1.2 Queen Mary will do nothing, and shall procure that the LLM Paris Students and/or its
staff, agents and representatives shall do nothing, which might directly or indirectly cause
any breach of the terms of any lease or other terms under which the University is entitled
to occupy the Premises and Queen Mary shall indemnify the University against all costs,
claims, damages and expenses arising from any such breach.

6.1.3 Access to the Premises will be subject to Queen Mary's compliance with clause 6.1.2 and
with the policies referred to in Schedule 2, paragraph 1.10 and the University reserves
the right to exclude any person from the Premises in the event of an actual or threatened
breach of clause 6.1.2 or such policies.

6.1.4 To the extent permitted by law, the University hereby excludes any liability for any injury
to persons entering the Premises with Queen Mary's authorisation or for any loss or
damage caused to property brought onto the Premises by Queen Mary or such persons.
[BROAD EXCLUSION SEEMS UNREASONABLE]

6.1.5 Queen Mary hereby indemnifies the University against all and any damage to the
Premises and their contents caused by persons entering the Premises with Queen Mary's
authorisation (including, the LLM Paris Students).

6.2 University's Equipment

6.2.1 The University will allow to persons duly authorised by Queen Mary (including, the LLM
Paris Students) such use of the University's Equipment as is required for the purpose of

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LLM Paris Programme. Queen Mary's right of use (and the rights of use of any authorised persons) will terminate at the end of the Closure Period.

6.2.2 Queen Mary shall, and shall procure that the LLM Paris Students and/or its staff, agents and representatives shall, use the University's Equipment with all reasonable skill and care and in accordance with best practice and Queen Mary hereby indemnifies the University against all and any damage to the University's Equipment caused by persons using the same with Queen Mary's authorisation.

6.3 Licences

6.3.1 Queen Mary hereby grants to the University, with effect from the Commencement Date and for the duration of this Agreement, a non-exclusive royalty-free licence to use, operate, copy and modify Queen Mary's Intellectual Property for the purpose only of fulfilling the University's obligations under this Agreement. [CHECK: TOO BROAD?]

6.3.2 Queen Mary shall obtain the consents of third parties to the use by the University of any third party software, documentation and other materials ("Third Party Products") (including, software and know-how) which:

(a) Queen Mary is permitted to use; and

(b) is required by the University for the provision of the University Services.

6.3.3 If Queen Mary fails to obtain such consent, or if Queen Mary determines that the cost of obtaining such consent is unreasonable, the parties shall co-operate to agree alternative Third Party Products which may replace those in respect of which consent has not been or cannot, except at unreasonable cost, be obtained.

7. FINANCE

7.1 In consideration of the provision of the University Services by the University, Queen Mary shall pay the Charges and the financial arrangements set out in Schedule 3 shall apply to this Agreement.

8. UNIVERSITY’S LIABILITY

8.1 The University shall keep Queen Mary indemnified in full against all costs, expenses, damages and losses (whether direct or indirect), including any interest, fines, legal and other professional fees and expenses awarded against or incurred or paid by Queen Mary as a result of or in connection with:

8.1.1 any claim made against Queen Mary by a third party arising out of, or in connection with, the LLM Paris Programme, to the extent that such claim arises out of:

(a) the breach, negligent performance or failure or delay in performance of the Agreement by the University, its staff, agents or representatives;

(b) [a tax liability];

(c) [an immigration/visa liability];

(d) [any other relevant liabilities?] [Note: To be amended and expanded as necessary] and

8.1.2 any claim brought against Queen Mary for actual or alleged infringement of a third party's Intellectual Property Rights in any Third Party Products arising out of, or in connection with, the receipt, use or supply of Queen Mary's Obligations.
This clause 8 sets out the entire financial liability of the University (including any liability for the acts or omissions of its employees, students, agents, consultants and subcontractors) to Queen Mary in respect of:

8.2.1 any breach of this Agreement however arising;
8.2.2 any use made by Queen Mary of the University Services, the Premises or the University's Equipment or any one or part of them; and
8.2.3 any representation, statement or tortious act or omission (including negligence) arising under or in connection with this Agreement.

8.3 All warranties, conditions and other terms implied by statute or common law are, to the fullest extent permitted by law, excluded from this Agreement.

8.4 Nothing in this Agreement limits or excludes the liability of the University:

8.4.1 for death or personal injury resulting from its negligence; or
8.4.2 for any damage or liability incurred by Queen Mary as a result of fraud or fraudulent misrepresentation by the University.

8.5 Subject to Clause 8.3 and Clause 8.4:

8.5.1 the University shall not under any circumstances whatever be liable for:

(a) loss of profits; or
(b) loss of business; or
(c) depletion of goodwill and/or similar losses; or
(d) loss of contract; or
(e) loss or corruption of data or information; or
(f) any special, indirect, consequential or pure economic loss, costs, damages, charges or expenses; and

8.5.2 the University’s total liability in contract, tort (including negligence or breach of statutory duty), misrepresentation, restitution or otherwise arising in connection with the performance or contemplated performance of this Agreement shall in all circumstances be limited to £10,000. [EXCLUSION SEEMS UNREASONABLE]

9. QUEEN MARY’S LIABILITY

9.1 Queen Mary shall keep the University indemnified in full against all costs, expenses, damages and losses (whether direct or indirect), including any interest, fines, legal and other professional fees and expenses awarded against or incurred or paid by the University as a result of or in connection with:

9.1.1 any claim made against the University by a third party arising out of, or in connection with, the LLM Paris Programme, to the extent that such claim arises out of:

(a) the breach, negligent performance or failure or delay in performance of the Agreement by Queen Mary, its staff, agents or representatives;
9.1.2 any claim brought against the University for actual or alleged infringement of a third party's Intellectual Property Rights in any Third Party Products arising out of, or in connection with, the receipt, use or supply of the University Services.

9.2 This clause 9 sets out the entire financial liability of Queen Mary (including any liability for the acts or omissions of its employees, students, agents, consultants and subcontractors) to the University in respect of:

9.2.1 any breach of this Agreement however arising;

9.2.2 Queen Mary’s Obligation; and

9.2.3 any representation, statement or tortious act or omission (including negligence) arising under or in connection with this Agreement.

9.3 All warranties, conditions and other terms implied by statute or common law are, to the fullest extent permitted by law, excluded from this Agreement.

9.4 Nothing in this Agreement limits or excludes the liability of Queen Mary:

9.4.1 for death or personal injury resulting from its negligence; or

9.4.2 for any damage or liability incurred by the University as a result of fraud or fraudulent misrepresentation by Queen Mary.

9.5 Subject to Clause 8.3 and Clause 8.4:

9.5.1 Queen Mary shall not under any circumstances whatever be liable for:

(a) loss of profits; or

(b) loss of business; or

(c) depletion of goodwill and/or similar losses; or

(d) loss of contract; or

(e) loss or corruption of data or information; or

(f) any special, indirect, consequential or pure economic loss, costs, damages, charges or expenses; and

9.5.2 Queen Mary’s total liability in contract, tort (including negligence or breach of statutory duty), misrepresentation, restitution or otherwise arising in connection with the performance or contemplated performance of this Agreement shall in all circumstances be limited to £10,000.
10. **INTELLECTUAL PROPERTY**

10.1 The parties acknowledge that the "University of London" name and shield logo is a registered trade mark of the University.

10.2 The parties further acknowledge that:

10.2.1 the name "University of London Institute in Paris" is a trading name of the University; and

10.2.2 as between the parties, the University is the owner of such Intellectual Property which may subsist in the name "University of London Institute in Paris" and any corresponding logo and in such LLM Paris Programme support materials as are provided by the University to Queen Mary in accordance with this Agreement.

10.3 The University hereby grants Queen Mary a royalty free licence to use:

10.3.1 such rights as the University may have in the name "University of London Institute in Paris" and any corresponding logo solely for the purpose of:

(a) promoting the LLM Paris Programme for the duration of this Agreement and any Closure Period; and

(b) general publicity for ULIP; and

10.3.2 LLM Paris Programme support materials as may be provided by the University to Queen Mary for the sole purpose of the delivery of the LLM Paris Programme for the duration of this Agreement.

10.4 The University acknowledges that, as between the University and Queen Mary, Queen Mary is the owner of such Intellectual Property that may subsist in:

10.4.1 the name and logo of Queen Mary; and

10.4.2 all LLM Paris Programme support materials and/or study materials created by Queen Mary, including all academic content.

10.5 Queen Mary hereby grants the University a royalty free licence to use:

10.5.1 all LLM Paris Programme support materials and/or study materials which are created solely by Queen Mary for all purposes connected with this Agreement (including copying (in print or electronically) and distributing to students, examiners, teaching institutions and others) both for the duration of this Agreement and any Closure Period; and

10.5.2 the Queen Mary name and logo for all purposes connected with this Agreement (including the promotion of the University or ULIP) for the duration of this Agreement and any Closure Period.

10.6 Queen Mary undertakes to the University and the University undertakes to Queen Mary to ensure that use of the other party's name and/or logo is made only where and when:

10.6.1 use of the name and/ or logo is consistent with the purpose and nature of this Agreement and that by such use the role of the other party is not unreasonably understated or overstated; and

10.6.2 permission has been obtained from the other party for any use of the name and/or logo that is new or differs significantly from previous approved use.

10.7 As between the parties and unless otherwise agreed, the University retains ownership of all Intellectual Property in any materials developed solely by the University.
10.8 As between the parties and unless otherwise agreed, Queen Mary retains ownership of all Intellectual Property in any original LLM Paris Programme academic materials and LLM Paris Programme information materials and any other learning materials, including any original submission documents, developed solely by Queen Mary.

10.9 The parties agree and acknowledge that all Intellectual Property which may subsist in jointly developed non-academic materials shall be owned solely by the University and to the extent that such Intellectual Property is not vested in the University the parties hereby assign such rights to the University. The University shall license such Intellectual Property to the Queen Mary on terms to be agreed by the parties.

11. TERMINATION OF AGREEMENT

11.1 In any Academic Year, if Queen Mary or the University wishes to cease to provide the LLM Paris Programme, it shall give to the other party not less than 12 months’ prior written notice and Queen Mary shall, with immediate effect upon giving or receiving any such notice:

11.1.1 not enrol any new students onto the LLM Paris Programme;

11.1.2 liaise to ensure those students enrolled on the LLM Paris Programme are appropriately informed; and

11.1.3 continue to provide their obligations in relation to those students enrolled on the LLM Paris Programme but who have not yet complete it until the expiry of the Closure Period.

11.2 The University shall be entitled to terminate this Agreement immediately by written notice to Queen Mary if:

11.2.1 Queen Mary commits a material breach of any of the provisions of this Agreement and, in the case of a breach capable of remedy, fails to remedy the same within 28 days after receipt of a written notice giving particulars of the breach and requiring it to be remedied;

11.2.2 Queen Mary ceases to be a member of the University of London Federation;

11.2.3 Queen Mary passes a resolution to wind up or is the subject of an Act of Parliament effecting such a dissolution; or

11.2.4 a Force Majeure Event prevails for a continuous period in excess of 6 months.

11.3 Queen Mary shall be entitled to terminate this Agreement immediately by written notice to the University if:

11.3.1 the University commits a material breach of any of the provisions of this Agreement and, in the case of a breach capable of remedy, fails to remedy the same within 28 days after receipt of a written notice giving particulars of the breach and requiring it to be remedied;

11.3.2 the University passes a resolution to wind up or is the subject of an Act of Parliament dissolving the University; or

11.3.3 a Force Majeure Event prevails for a continuous period in excess of 6 months.

12. CONSEQUENCES OF TERMINATION OF THIS AGREEMENT

12.1 Notwithstanding the termination of this Agreement pursuant to Clause 11.1, Queen Mary shall:

12.1.1 continue to perform its obligations in relation to the LLM Paris Students enrolled on the LLM Paris Programme but who have not yet completed it prior to the expiry of the Closure Period;

12.1.2 subject to Clause 12.1.1, cease to operate the LLM Paris Programme;
12.1.3 subject to clause 12.1.2, immediately discontinue to use the University's name and any logo, insignia associated with the University as licensed for use in connection with the LLM Paris Programme as set out in clause 10;

12.1.4 subject to clause 12.1.1, deliver to the University any stationery, literature, manuals, papers and other documents, items and/or materials relating to the LLM Paris Programme which are the property of the University;

12.1.5 [Note: transfer of programme was referred to in initial draft? What is required?]

12.1.6 pay any amounts due and payable to the University hereunder.

12.2 Notwithstanding the termination of this Agreement pursuant to Clause 11.1, the University shall continue to perform its obligations as detailed in Schedule 1 in relation to the LLM Paris Students enrolled on the LLM Paris Programme but who have not yet completed it prior to the expiry of the Closure Period.

12.3 If this Agreement terminates for any reason whatsoever:

12.3.1 such termination shall not prejudice or affect the rights or remedies of either party against the other in respect of any breach of this Agreement including any antecedent breach or any breach giving rise to such termination of this Agreement and, in particular, shall in no way affect the rights and obligations hereunder which expressly, or by their nature implied are intended to survive the termination of this Agreement; and

12.3.2 all provisions which are expressed to survive termination of this Agreement shall continue in force in accordance with their terms.

13. FORCE MAJEURE

13.1 Neither party shall be liable for failure to perform its obligations under this Agreement, nor be liable to any claim for compensation or damage, nor be deemed to be in breach of this Agreement, if such failure arises from an occurrence or circumstances beyond the reasonable control of that party, including acts of God, arbitrary governmental action, war, terrorism, industrial disputes, fire, flood, tempest, pandemic and national emergencies (each a "Force Majeure Event").

14. CONFIDENTIALITY AND FREEDOM OF INFORMATION

14.1 For the purposes of each party's obligations under this Clause 14, "Confidential Information" means all information of a confidential nature in any form whatsoever whether or not marked as confidential disclosed to the other party ("Receiving Party") by or on behalf of the disclosing party ("Disclosing Party") including, but not limited to, the business, financial and/or technical affairs of the Disclosing Party including:

14.1.1 all information relating to the University Services;

14.1.2 any information that the Receiving Party shall have obtained or received as a result of discussions leading up to or the entering into or performance of this Agreement; and

14.1.3 all financial information of the Disclosing Party.

14.2 Each party undertakes to the other:

14.2.1 to keep confidential all Confidential Information;

14.2.2 not without the other party's prior written consent to disclose the Confidential Information in whole or in part to any other person save those of its directors, employees, agents or professional advisers involved in the implementation of this Agreement and provided in all cases that they have a need to know the same; and
14.2.3 to use the Confidential Information solely in connection with the exercise or enjoyment of rights and/or the performance of obligations under this Agreement and not otherwise for its own benefit or the benefit of any third party.

14.3 The provisions of Clause 14.2 shall not apply to the whole or any part of the Confidential Information that can be shown by the Receiving Party to be:

14.3.1 disclosed as a requirement of law or any Regulatory Body to whose rule either party is subject;

14.3.2 known to the Receiving Party prior to the date of this Agreement otherwise than as a result of being obtained directly or indirectly from the party disclosing such Confidential Information;

14.3.3 obtained from a third party who lawfully possessed such Confidential Information and which has not been obtained in a breach of a duty of confidence owed to the Disclosing Party by any reason;

14.3.4 in the public domain in the form in which it is possessed by the Disclosing Party other than as a result of a breach of a duty of confidence owed to the Disclosing Party by any person; or

14.3.5 disclosed in response to a Request for Information under FOIA or the EIRs.

14.4 Without prejudice to the generality of this Clause 14, each party further undertakes to the other to make all relevant directors, employees, agents and professional advisers aware of the confidentiality of the Confidential Information pursuant to the provisions of this Clause 14 and to use its reasonable endeavours to ensure compliance by its directors, employees, agents and professional advisers with the provisions of this Clause 14.

14.5 [Subject to Clause 14.6, each party agrees to keep the terms of this Agreement confidential and no announcement concerning the transactions contemplated by this Agreement or any ancillary matter shall be made by either party without the prior approval of the other party.] [Note: Is this relevant?]

14.6 Freedom of Information

14.6.1 Queen Mary acknowledges that the University is subject to the requirements of FOIA and the EIRs and shall facilitate the University's compliance with its Information disclosure requirements pursuant to the same in the manner provided for in Clauses 14.6.2 to 14.6.5 (inclusive).

14.6.2 Where the University receives a Request for Information in relation to Information that Queen Mary is holding on its behalf and which the University does not hold itself the University shall notify Queen Mary and Queen Mary shall:

(a) provide the University with a copy of all such Information in the form that the University requires as soon as practicable and in any event within ten (10) Business Days (or such other period as the University acting reasonably may specify) of the University's request; and

(b) provide all necessary assistance as reasonably requested by the University in connection with any such Information, to enable the University to respond to a Request for Information within the time for compliance set out in Section 10 of FOIA or Regulation 5 of the EIRs.

14.6.3 Queen Mary shall ensure that all Information held on behalf of the University is managed according to records management procedures and retention periods appropriate to the nature of the information. They shall permit the University to inspect such information as requested from time to time.
14.6.4 Queen Mary shall transfer to the University any Request for Information received by Queen Mary as soon as practicable and in any event within two (2) Business Days of receiving it.

14.6.5 Queen Mary acknowledges that any lists which it provides listing or outlining information which is or which the University considers to be exempt from disclosure, are of indicative value only and that the University may nevertheless be obliged to disclose such information in accordance with the requirements of FOIA and the EIRs.

14.6.6 Queen Mary acknowledges that (notwithstanding the provisions of Clause 14.2 above) the University may, acting in accordance with the Code, be obliged under the FOIA, or the EIRs to disclose Information concerning Queen Mary or the University Services:

(a) in certain circumstances without consulting with Queen Mary; or

(b) following consultation with Queen Mary and having taken its views into account,

provided always that where Clause 14.6.6(a) above applies the University shall, in accordance with the recommendations of the Code, draw this to the attention of Queen Mary prior to any disclosure.

14.7 The provisions of this Clause 14 shall survive termination of this Agreement for any reason.

15. DATA PROTECTION

15.1 Queen Mary and the University acknowledge that for the purposes of the DPA, Queen Mary is the Data Controller and the University is the Data Processor in respect of any Personal Data. To the extent that the University gains access to any Personal Data from Queen Mary or during the provision of the University Services, Queen Mary agrees that the University acts as a Data Processor for such Personal Data. Queen Mary authorises the University to appoint sub-contractors as further Data Processors on Queen Mary’s behalf provided that such further Data Processors are engaged on terms providing equivalent protections in relation to such Personal Data to those set out in this Agreement.

15.2 The University will Process such Personal Data only in accordance with this Agreement and Queen Mary’s instructions and will ensure that it has taken steps to ensure the reliability of those of its employees who are used to Process such Personal Data.

15.3 The University warrants that it has appropriate technical and organisational processes and procedures in place to safeguard against any unauthorised or unlawful Processing and against accidental loss or destruction of, or damage to the Personal Data.

16. WARRANTY

16.1 Each party warrants and represents to the other that it has full power and authority and has obtained all necessary authorities and consents to enter into and perform its obligations under this Agreement and such other agreements and arrangements referred to in this Agreement.

17. ASSIGNMENT AND SUBCONTRACTING

17.1 Neither party may assign or sub-contract, or deal in any way with, any of its rights under this Agreement or any document referred to in it without the prior written consent of the other.

17.2 Each party that has rights under this Agreement is acting on its own behalf.

18. RELATIONSHIP BETWEEN THE PARTIES AND ENTIRE AGREEMENT

18.1 Neither party shall have any right or authority to act on behalf of the other, nor to bind the other party by contract or otherwise unless expressly permitted by the terms of this Agreement.
Neither party shall incur any obligations of any nature on behalf of the other, nor hold itself out as having power to incur such obligations, nor pledge the credit of the other party.

This Agreement and its Schedules contain the entire agreement between the parties and shall supersede all previous agreements or understandings relating to the same subject matter and no representations, warranties, inducements or promises made by the University, whether oral or otherwise not embodied in this Agreement and no custom or practice of the parties, or either of them at variance with the terms specified in this Agreement shall add to or vary this agreement or be of any force or effect.

19. VARIATION AND WAIVER

19.1 This Agreement may be varied by agreement recorded in writing by or on behalf of the parties. Queen Mary shall be deemed to have agreed to a variation if a resolution of the Board of the University of London Institute in Paris approving the variation is passed by 75% of those present and voting. Neither the University or its designated representative on the Board of the University of London Institute in Paris nor Queen Mary or its designated representative on the Board of the University of London Institute in Paris shall participate in any such vote but shall separately agree any variation in writing.

19.2 A waiver of any right under this Agreement is only effective if it is in writing and it applies only to the party to which the waiver is addressed and the circumstances for which it is given.

19.3 A party that waives a right in relation to one party, or takes or fails to take any action against that party, does not affect its rights against any other party.

19.4 No failure to exercise or delay in exercising any right or remedy provided under this Agreement or by law constitutes a waiver of such right or remedy or shall prevent any future exercise in whole or in part thereof.

19.5 No single or partial exercise of any right or remedy under this Agreement shall preclude or restrict the further exercise of any such right or remedy.

19.6 Unless specifically provided otherwise, rights and remedies arising under this Agreement are cumulative and do not exclude rights and remedies provided by law.

20. NO PARTNERSHIP

The parties to this Agreement are not in partnership with each other and there is no relationship of principal and agent between them.

21. THIRD PARTY RIGHTS

21.1 A person who is not a party to this Agreement shall not have any rights under or in connection with it by virtue of the Contracts (Rights of Third parties) Act 1999.

21.2 The right of the parties to terminate rescind or agree any amendment, variation, waiver or settlement under this Agreement is not subject to the consent of any person that is not a party to the Agreement.

22. DISPUTE RESOLUTION

22.1 Any dispute between the parties in connection with this Agreement shall be referred in the first instance to the Dispute Resolution Procedure as provided in this clause.
22.2 Initial meetings:-

22.2.1 in the first instance each of the parties shall arrange for a senior representative to meet solely in order to resolve the matter in dispute;

22.2.2 if the matter in dispute is not resolved within one month of the notification of the matter in dispute in accordance with Clause 27.2.1 the parties shall arrange for the Principal of Queen Mary and the Vice Chancellor of the University to meet in order to resolve the dispute; and

22.2.3 if the matter in dispute is not resolved within a further period of one month in accordance with Clause 27.2.2 the parties shall meet with an independent mediator appointed by the Collegiate Council.

22.3 If the parties fail to reach agreement on their dispute or difference through mediation within a further period of three months under the process described in Clause 27.2 then the dispute or difference may be referred to and finally resolved by the English courts.

22.4 During any dispute, including a dispute as to the validity of any aspect of this Agreement, it is agreed between the parties that the parties shall continue their respective performance of the provisions of this Agreement.

23. NOTICE

23.1 A notice given under this agreement:

23.1.1 shall be sent for the attention of the person, and to the address, or fax number, as the relevant party may notify to the other parties from time to time; and

23.1.2 shall be:

(a) delivered by hand;

(b) sent by pre-paid United Kingdom first-class post; or

(c) sent by email to an email address notified by the relevant party to the other party for such purpose.

23.2 A notice is deemed to have been received:

23.2.1 if properly addressed and delivered by hand, when it was given or left at the appropriate address;

23.2.2 if sent or supplied by electronic means, if properly addressed, one hour after the notice was sent or supplied;

23.2.3 if properly addressed and sent by pre-paid United Kingdom first class post to an address in the United Kingdom, 48 hours after it was posted; or

23.2.4 if deemed receipt under the previous paragraphs of this sub-clause is not within business hours (meaning 9.00 am to 5.30 pm Monday to Friday on a day that is not a public holiday in the place of receipt), when business next starts in the place of deemed receipt.

23.3 In proving that any notice was properly addressed, it is sufficient to show that the notice was delivered to an address provided for such purpose pursuant to this Agreement.
24. **COUNTERPARTS**

This Agreement may be executed in any number of counterparts, each of which is an original and which together have the same effect as if each party had signed the same document.

25. **GOVERNING LAW AND JURISDICTION**

25.1 This Agreement and any disputes or claims arising out of or in connection with its subject matter or formation (including non-contractual disputes or claims) are governed by and construed in accordance with the law of England.

25.2 The parties irrevocably agree that the courts of England have exclusive jurisdiction to settle any dispute or claim that arises out of or in connection with this agreement or its subject matter or formation (including non-contractual disputes or claims), subject to the dispute resolution mechanism provide above in Clause 22.
This Agreement has been entered into on the date stated at the beginning of it.

SIGNED by

for and on behalf of the
UNIVERSITY OF LONDON

SIGNED by

for and on behalf of
QUEEN MARY, UNIVERSITY OF LONDON
SCHEDULE 1
UNIVERSITY SERVICES

[Note: To be revised and updated]

1. PROSPECTIVE STUDENT MANAGEMENT

1.1 Marketing

Marketing of the LLM Paris Programme is the responsibility of Queen Mary but the University shall provide assistance by:

1.1.1 providing information about the University to be incorporated into relevant Queen Mary marketing materials;

1.1.2 including details of the LLM Paris Programme in marketing materials relating to the University where appropriate (for example, on the University’s ULIP website);

1.1.3 providing information about fairs and other Paris based events of potential interest;

1.1.4 displaying Queen Mary and LLM Paris Programme information at the Premises as appropriate;

1.1.5 representing Queen Mary alongside the University, as appropriate, at events or discussions, for example, with the British Council, the Franco-British Chamber of Commerce and Industry; and

1.1.6 arranging, in conjunction with Queen Mary, on-site aspects of Paris based open evenings or events.

1.2 Managing enquiries and prospective student interest

The University shall:

1.2.1 assist, in conjunction with Queen Mary, prospective LLM Paris Students interested in visiting ULIP individually or as part of an open event;

1.2.2 assist prospective LLM Paris Students by handling telephone queries, subject to Queen-Mary providing appropriate training to the University and a FAQ sheet addressing standard course queries (complex queries shall be passed on to Queen Mary); and/or

1.2.3 assist non-French or non-France based students with general advice relating to studying in Paris, finding accommodation, planning healthcare, banking etc.

1.2.4 advising Queen Mary staff or LLM Paris Students in relation to immigration or visa requirements and providing any document required for them to proceed with visa applications.

1.3 Interviews and applications

The University shall support Queen Mary in providing induction and joining instructions to applicants and to facilitate interviews to take place.
2. REGISTERED STUDENT MANAGEMENT AND SUPPORT

2.1 Pre-enrolment and academic support requirements

The University shall:

2.1.1 assist Queen Mary on request in relation to the late payment of course fees and to inform LLM Paris Students that Queen Mary may withhold results in such circumstances;

2.1.2 assist and support Queen Mary with student discipline on site;

2.1.3 arrange room bookings for and attend, at the request of Queen Mary, a student-staff liaison committee meeting; and

2.1.4 assist Queen Mary in the handling of appeals and complaints, for example, by providing relevant Queen Mary contact details to LLM Paris Student etc.

2.2 Non-academic student support requirements

The University shall provide:

2.2.1 assistance to Queen Mary’s student and welfare counselling service by providing information relating to local counsellors etc where available and relevant contact details for access to the service;

2.2.2 access to the University student union to LLM Paris Students;

2.2.3 assistance to non-Paris based LLM Paris Students, for example, assistance with translation of leases and utility bills;

2.2.4 ID cards to LLM Paris Students for access to the Premises and associated facilities;

2.2.5 assistance to the Queen Mary careers service in order to, for example, co-ordinate details of job opportunities in France; and

2.2.6 access to the University’s ULIP administrative team which will be available during weekdays in accordance with regular hours of duty.

3. PROGRAMME DELIVERY

The University shall:

3.1 timetable the LLM Paris Programme appropriately, in co-ordination with Queen Mary. Classes will be held during the day or in the evening (between 5pm and 8.30pm, with plans to extend until 10pm), in accordance with a timetable agreed at least six months in advance.

3.1.2 provide appropriate support for room bookings relating to the LLM Paris Programme, to include IT back-up, seating, instructions for use of interactive media, access etc;

3.1.3 provide office space with access to internet connection, desk-top computer and printing facilities for the LLM Paris Programme director and other Queen Mary academics teaching at the LLM Paris Programme, to be made available during the Academic Year for the time of their visit. Access to the building will be in accordance with the University’s standard opening hours;

3.1.4 provision of facilities and support to be agreed for academic meetings and staff training relating to the LLM Paris Programme;
3.1.5 assist Queen Mary in co-ordinating accommodation for visiting academics relating to the LLM Paris Programme; and

3.1.6 assist Queen Mary in printing LLM Paris Programme documentation and facilitating teaching staff use of printers and photocopiers for course materials etc up to quantities to be agreed.

4. ASSESSMENT

The University shall provide:

4.1.1 facilities for LLM Paris Programme examinations to take place within two annual examination periods (which do not conflict with the examination timetables of the University programmes);

4.1.2 practical assistance to Queen Mary in relation to LLM Paris Programme examination arrangements, including: arranging examination venue, training and co-ordination of invigilators, managing special examination requirements to ensure adherence to Queen Mary exam regulations, collecting and collating exam papers and scripts;

4.1.3 subject to receipt of training from Queen Mary, assistance to LLM Paris Students in relation to the uploading of their coursework; and

4.1.4 assistance to Queen Mary by sending notification to LLM Paris Programme students relating to exams and printing exam papers.

5. PROVISION OF LEARNING RESOURCES

The University shall provide:

5.1.1 access to its IT facilities and support to LLM Paris Students including access to desktop computing, printing, scanning, photocopying (through a ‘pay-as-you-print’ system) and WiFi internet access;

5.1.2 subject to receiving training from Queen Mary, support to the LLM Paris Students in respect of the Queen Mary IT systems they will have access to, such as Virtual Learning Environment, and the Queen Mary online library resources;

5.1.3 provide access to the University common room, library, cafeteria and other relevant parts of the University’s ULIP facilities during normal opening hours; and

5.1.4 space in the ULIP library for approximately 200 books purchased and delivered by the QMUL library to support the LLM Paris Programme on-site, and inclusion of those books in the ULIP catalogue.
SCHEDULE 2
QUEEN MARY OBLIGATIONS

[Note: To be amended and updated as necessary]

1. **LLM PARIS PROGRAMME**
   
   Queen Mary shall be responsible for all aspects of the development and delivery of the LLM Paris Programme, save for the University Services detailed in Schedule 1, and subject to the following:

1.1 **General**

   The parties recognise the University's right to intervene in matters of LLM Paris Students' conduct on the Premises and non-academic discipline, as detailed in clause 6.1 and paragraph 1.10 below.

1.2 **Academic**

   1.2.1 The parties recognise the right of the University to determine the requirements for the award of a University of London degree, in accordance with the University's Regulation 1.

   1.2.2 The parties recognise Queen Mary's responsibility to determine all aspects of the academic content and structure (for example module design and credit weighting) of the LLM Paris Programme, in accordance with appropriate clauses of Queen Mary's Academic Regulations and subject to:

   (a) attaining the required levels set by the Quality Assurance Agency for Higher Education;

   (b) taking note of comments from Programme reviews and External Examiner reports;

   (c) engaging with the University and the Dean of ULIP as appropriate to ensure the Paris context of programme delivery is adequately incorporated into academic decision-making; and

   (d) keeping the ULIP Board apprised of developments in a manner to be agreed, for example, through an annual report.

1.3 **Administrative**

   The parties recognise the responsibility of Queen Mary to manage, in coordination with the University and subject to the University’s Services as per Schedule 2, the LLM Paris Programme delivery including *inter alia*, marketing, applications, enrolments, fee management (setting fees, managing payments & credit control etc), student welfare, student discipline, student experience, library resourcing, in accordance with appropriate Queen Mary Regulations and procedures.

1.4 **Examinations**

   1.4.1 [Note: Include relevant details, if any]

1.5 **Graduation, Awards, Certificates and Transcripts**

   1.5.1 [Note: Include relevant details, if any]
1.10 Staff and student compliance with University policies and procedures relating to the University and ULIP

Queen Mary shall ensure that its staff and LLM Paris Students comply with all relevant University and ULIP policies and procedures which shall be provided to Queen Mary from time to time and shall include: [Note: It would be beneficial to refer to all important policies and procedures but the list is not exhaustive]

1.10.1 Reglement Interieur;
1.10.2 the University’s security policy relating to ULIP;
1.10.3 the University’s health and safety policy relating to ULIP; and
1.10.4 [Refer to any other relevant policies].

2. PUBLICITY AND MARKETING

2.1 All publicity and promotional materials produced specifically for the LLM Paris Programme will bear the visual identities and logos of the University, ULIP and Queen Mary.

2.2 Queen Mary will be responsible for the market research, marketing and advertising of the LLM Paris Programme and associated, approved activities, subject to the University’s Services detailed in Schedule 1.

2.3 Queen Mary will use all reasonable endeavours to give prominence to the University in relevant publications, on its website and in any other marketing media and outlets associated with the LLM Paris Programme.

2.4 Queen Mary will liaise with the University for marketing input and support from Paris. There shall be no specific costs to the University arising from marketing in Paris. Should such costs ever occur, they are to be invoiced separately by the University.

2.5 Queen Mary shall give the University sight of its proposed marketing materials and ensure that they remain informed of Queen Mary’s marketing strategy and actions, which must conform with the best interests of the Queen Mary, ULIP and the University.

2.6 Queen Mary and the University will liaise and collaborate to ensure that the delivery of practical information associated with the LLM Paris Programme for external delivery is consistent, timely and up-to-date.

2.7 Media relations involving the University and the LLM Paris Programme will be subject to the University’s protocols (as updated from time to time).
3. MAINTENANCE OF QUALITY ASSURANCE RECORDS

3.1 Queen Mary undertakes to maintain the following records and relevant Queen Mary responses in respect of the LLM Paris Programme:

3.1.1 annual programme monitoring reports together with summaries of student feedback relevant to the Programme;

3.1.2 minutes and reports on programme approval and the formal consideration of annual and periodic Programme monitoring within Queen Mary's academic committees;

3.1.3 Examiner commentaries and External Examiners' reports;

3.1.4 annually updated Programme specifications;

3.1.5 Programme Regulations; and

3.1.6 copies of all Programme materials and handbooks.

3.2 Queen Mary shall make the records detailed above available to the University for provision to (prospective) LLM Paris Students, marketing and other purposes, upon request, and in a timely manner.

3.3 Queen Mary shall give access to records relating to the LLM Paris Programme to staff authorised by the University, to assessors and auditors appointed on behalf of the Quality Assurance Agency for Higher Education ("QAA") and to members of any other Professional Statutory and Regulatory Body (PSRB) that has a legitimate interest in the Programme.

4. COMPLAINTS AND APPEALS

All complaints and appeals by Queen Mary students or relating to the LLM Paris Programme shall be referred to and handled by Queen Mary in the first instance. [Note: To be amended and updated as necessary]
SCHEDULE 3
FINANCIAL ARRANGEMENTS

[Note: Include financial arrangements details when finalised. Include invoicing arrangements, payment requirements, interest for late payment, details of when and how charges are to be reviewed etc]
**Outcome requested**

Taught Programmes Board (TPB) is asked to note the proposals that have been approved by Schools/Institutes since its last meeting.

**Comments from the Academic Secretariat**

The arrangements for programme and module approval in 2011/12 devolve to School/Institute Learning and Teaching Committees (or equivalent) decision making for minor programme amendments, standard module proposals, module amendments, and module withdrawals.

The attached report covers decisions taken by School/Institute Learning and Teaching Committees from 11/01/2012 – 08/02/2012.
<table>
<thead>
<tr>
<th>Proposal Type</th>
<th>School/Institute</th>
<th>Code</th>
<th>Programme/Module Title</th>
<th>Implementation Date</th>
<th>Brief Description / Comments</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>Module Amendment</strong></td>
<td>Business and Management</td>
<td>BUS300</td>
<td>Innovation and Entrepreneurship</td>
<td>January 2012</td>
<td>Assessment methods and weightings</td>
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<td></td>
<td>English and Drama</td>
<td>LCMM041</td>
<td>The Cultural Legacy of the Great War</td>
<td>September 2012</td>
<td>Title change</td>
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<td>DRA312</td>
<td>Places of Performance</td>
<td>September 2012</td>
<td>Assessment method</td>
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<td></td>
<td>Barts and London School of Medicine and Dentistry</td>
<td>OLD75A2</td>
<td>MBBS (Year 5)</td>
<td>September 2011</td>
<td>Addition of 'Breaking Bad News'</td>
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<td></td>
<td>GMS51A1</td>
<td>MBBS (GEP)</td>
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<td>MED41A1</td>
<td>MBBS (Year 1-4)</td>
<td>September 2011</td>
<td>Change to order of modules in year 1</td>
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<td>MED52A1</td>
<td>MBBS (Year 2)</td>
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<td><strong>Programme Amendment</strong></td>
<td>Engineering and Materials Science</td>
<td>H224 / HG21</td>
<td>MEng Sustainable Energy Engineering / Sustainable En</td>
<td>September 2012</td>
<td>Include additional level 7 optional module</td>
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<td></td>
<td>Electronic Engineering and Computer Science</td>
<td>I100</td>
<td>BSc Computing and Information &amp; Communication Tech</td>
<td>September 2012</td>
<td>Change of programme title to remove 'computing'</td>
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<td>IN11</td>
<td>BSc Computing and Information &amp; Communication Tech</td>
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<td>Change of programme title to remove 'computing'</td>
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<td>Institute of Dentistry</td>
<td>NAPF-QMDEN</td>
<td>Postgraduate Paediatric Dentistry, Postgraduate Per</td>
<td>September 2011</td>
<td>Change of award title from 'Postgraduate Taught Associate (no award'</td>
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