



Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	MRes Global Health Geographies
Name of Interim Award(s)	
Duration of Study / Period of Registration	12 months full time/ 24 months part time
QM Programme Code / UCAS Code(s)	L7S5/L7S6
QAA Benchmark Group	Geography
FHEQ Level of Award	Level 7
Programme Accredited by	
Date Programme Specification Approved	
Responsible School / Institute	School of Geography

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

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

N/A

Programme Outline

The proposed MRes in Geography will provide a research pathway for those wishing to pursue a PhD after their masters degree or as part of their ESRC-recognised 1+3 research training for their PhD in human geography. Based around the School's new MA Global Health Geographies, the MRes will combine advanced training in wider social science research approaches and methodologies, with specialist study of Global Health Geographies for those wishing to pursue a PhD. The programme satisfies the research training requirements of the ESRC + 1 element of the 1+3 components. This programme enables the School to continue to attract high quality students eligible for ESRC funding. It provides core training for those students seeking to pursue postgraduate study and ultimately an academic career in the social sciences.

The MRes will provide a subject-orientated taught postgraduate level programme with the required amounts of social science research methods (as determined by the ESRC). Relative to students undertaking the MA Global Health Geographies, MRes Global Health Geographies students will take additional, more generic social science research training (provided by the School of Geography and the LISS-DTP).

Aims of the Programme

The aim of the programme is to provide advanced training in wider social science research approaches and methodologies,

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combined with specialist study of Global Health Geographies for those wishing to proceed to a PhD. The programme objectives are to:

1. Critically engage with extant geographical research on global health topics and consider interdisciplinary perspectives on them;
2. Engage with global health practitioners and policy makers to consider the importance of place and space to the making of global health agendas;
3. Enable students to undertake independent and group fieldwork in an international context
4. Equip students with the substantive knowledge, research skills and connections related to global health needed to pursue a career in academic research or related public and private sector agencies
5. Provide advanced training in social science epistemologies, research design and qualitative methods, and quantitative methods and data analysis.

What Will You Be Expected to Achieve?

The programme provides opportunities for students to achieve and demonstrate the following learning outcomes. These use the Benchmark Statement in Geography as a framework interpreted in ways which reflect the distinctive nature of our research and teaching in geography.

Academic Content:

A 1	Detailed understanding of key theoretical concepts and approaches in studying global health geographies
A 2	Detailed understanding of interdisciplinarity of global health research and ability to evaluate strengths and limitations of different perspectives
A 3	Situated knowledge of global health policy making in practice and by a range of different national and international stakeholders
A 4	Knowledge of a range of methods and techniques used in data collection and analysis and ability to critically evaluate different approaches
A 5	Opportunity to research skills through independent fieldwork as part of dissertation research and in field class module option

Disciplinary Skills - able to:

B 1	Synthesise current geographical literature on global health and evaluate its importance to the multidisciplinary field of global health
B 2	Design and develop a research project with original/innovative research questions that contribute to the extant research literature.
B 3	Deploy an appropriate set of methods in the execution of a research project, partially or wholly based on international fieldwork.
B 4	Communicate research findings effectively to the wider intellectual and policy community.
B 5	Understand and apply a wide range of qualitative and quantitative social science approaches to research.

Attributes:

C 1	Ability to synthesize and critically evaluate a wide-range of interdisciplinary literatures on global health
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C2	Ability to critically engage with the contribution made by geographers to the field of global health
C3	Develop an awareness of the situated qualities of global health policy making
C4	Develop communication skills to engage a range of audiences; academic, policy and popular.
C5	Develop research project management skills and leadership.

How Will You Learn?

The majority of teaching and learning will take place through small group, participatory seminars with a member of academic staff who has research expertise in the module's subject area. Sessions will normally be based around the discussion of pre-circulated readings, where students will have the opportunity to shape the direction and content of debate. Seminars offer students an open, democratic, flexible and supportive learning environment. Seminars will be supplemented by a range of other teaching methods, including short lecture-style presentations, site visits during international fieldwork and student-led presentations. In accordance with the level, the programme will involve a substantial component of private study and reading.

Learning will be supported by:

- Coherently designed and effectively delivered modules
- Detailed module handbooks, providing learning outcomes and guided reading for each module, identifying the structure and pathway of each module and defining 'essential reading' and 'further reading'
- The provision of key materials in libraries or through electronic resources
- Individual feedback on written work
- Appropriate assessment exercises within each module
- Use of electronic teaching materials including Powerpoint, QMPlus and on-line reading lists
- Encouraging active participation by students in small group discussions
- Research methods training
- Appropriate use of AV teaching technologies

Students have access to a wide range of learning resources within and external to QMUL. These include: QMUL Libraries, the University of London Library at Senate House, the Wellcome Trust library and the first rate resources of other libraries with relevant collections (e.g. the British Library); a range of IT resources including networked PCs (with full Internet and email privileges), and electronic learning resources (e.g. electronic academic journals). In addition students have access to a dedicated masters student room in the School of Geography.

All students will be allocated a supervisor with whom they will meet on a regular, one-to-one basis throughout the programme. Supervisors will have expertise in the student's proposed area of dissertation research area. Each student will receive individual supervisions, lasting at least 30 minutes, in accordance with the School of Geography's guidance on dissertation supervision. While primarily supporting the student in her/his dissertation research, the supervisor will also provide more general academic help, guidance and feedback. A 'Supervision Record Sheet' will be completed after each meeting and the student and supervisor will jointly fill in a 'Progress Report' at the end of each semester, identifying key achievements as well as any problems that need resolving.

Students on this programme will also take a new module - Introduction to Social Science 2: Quantitative Methods and Data - delivered by the School of Politics and International Relations as a part of QMUL's involvement in the ESRC LISS-DTP. This module teaches advanced quantitative skills appropriate for postgraduate research and will primarily delivered through lectures and computer-based practical sessions.

How Will You Be Assessed?

Varied forms of assessment will be used including:

Assessment takes a number of forms within the programme. Forms of assessment include:

- dissertation of at least 15,000 word
- dissertation proposal to be presented at a student conference day
- extended essays (usually of between 3,000 and 4,000 words). Seeking the approval of the module convenor, the exact focus of

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the essay will often be determined by the student's own module-related interests.

- project coursework for Introduction to Social Science 2: Quantitative Methods and Data (between 2,000 and 4,000 words).

There will be no examinations.

How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

Students taking the MRes Global Health Geographies will sit the following core and compulsory modules totalling 120 credits:
GEG7107 Dissertation (15,000 words) (60 credits)

GEG 7120 Geographical Thought and Practice (30 credits)

POLM083 Introduction to Social Science Research 2: quantitative methods and data (30 credits)

Plus modules from the MA Global Health Geographies:

GEG7133 Critical Geographies of Global Health (30 credits)

GEG7134 Researching Global Health and Biomedicine (Geneva field course) (30 credits)

Part-time students on this programme will take 90 credits in the first year and a further 90 credits in the second year of their studies. Students will take GEG7107 and GEG7120 in their second year.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation (15,000 words)	GEG7107	60	7	Core	1	Semesters 1-3
Geographical Thought and Practice	GEG7120	30	7	Compulsory	1	Semesters 1 & 2
Introduction to Social Science Research 2: Quantitative Methods and Data	POLM083	30	7	Compulsory	1	Semester 2
Critical Global Health Geographies	GEG7133	30	7	Compulsory	1	Semester 1
Researching Global Health and Biomedicine (Geneva field course)	GEG7134	30	7	Compulsory	1	Semester 2

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Social Science Research 2: Quantitative Methods and Data	POLM083	30	7	Compulsory	1	Semester 2
Critical Global Health Geographies	GEG7133	30	7	Compulsory	1	Semester 1
Researching Global Health and Biomedicine (Geneva field course)	GEG7134	30	7	Compulsory	1	Semester 2

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation (15,000 words)	GEG7107	60	7	Core	2	Semesters 1-3
Geographical Thought and Practice	GEG7120	30	7	Compulsory	2	Semester 2

What Are the Entry Requirements?

Graduates from across the social sciences and humanities will be eligible to apply. The entrance requirements are as per QMUL specifications which are a UK 2.1 or higher (equivalent international degree attainment) and IELTS 7.0 or above. This programme will be offered full time (12 months) and part time (24 months).

How Do We Listen and Act on Your Feedback?

Staff-Student Liaison Committees provide a formal means of communication and discussion between academic units and their students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff. 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/institute operates a Learning and Teaching Committee, or equivalent, which advises Directors 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 the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institute's operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

Students receive academic support via regular meetings with their advisor and via the programme director, module lecturers and attendance at research-related events in the School of Geography .

Programme-specific Rules and Facts

n/a

Specific Support for Disabled Students

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)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Links With Employers, Placement Opportunities and Transferable Skills

With reference to the QMUL Teaching and Learning strategy, this programme aims to develop both knowledge and practical attributes for students whilst continuing to push high academic standards. The programme embeds employability and professional skills in a number of ways: 1) written assessments will be varied in length and format and allow students to present their understanding in ways intended to appeal to those seeking careers in policy/research/consultancy. The presentation element in the fieldwork module will help develop public speaking and communication to different audiences; 2) The extended piece of fieldwork is designed to facilitate students in building professional networks and insight into global health policy making from different organizational perspectives; 3) The substantive and interdisciplinary course knowledge is appropriate for students pursuing academic or policy related careers in global health policy and research.

Graduate skills and qualities

In terms of transferable knowledge and skills, an MRes Global Health Geographies postgraduate will:

1. have an advanced understanding of global health issues from a range of disciplinary perspectives and with insights into policy-making in practice.
2. be able to critically synthesize and develop new productive conversations across a range of academic literatures from different disciplines.
3. be a confident communicator and have developed communication skills to relevant to engaging a range of audiences -

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academic, policy and popular.

4. have a range of advanced level research skills including: project design, project planning, project management, and analytical and interpretive skills.

5. be a confident independent learner, thinker and worker.

6. be able to work in a group situation, showing empathy and sensitivity for the views of others, but with the ability to interact confidently and persuasively.

Programme Specification Approval

Person completing Programme Specification

Dr Tim Brown

Person responsible for management of programme

Dr Tim Brown

Date Programme Specification produced/amended by School Learning and Teaching Committee

Date Programme Specification approved by Taught Programmes Board