**Programme Title:** MSc/PgDip Global Public Health and Policy

**Awarding Body/Institution:** Queen Mary University of London

**Teaching Institution:** Queen Mary University of London

**Name of Final Award and Programme Title:** MSc/PgDip Global Public Health and Policy

**Name of Interim Award(s):** PGDiploma

**Duration of Study / Period of Registration:** One year (full time); two years (part time)

**QM Programme Code / UCAS Code(s):** PMSF-QMICMS1; PMSP-QMICMS1

**QAA Benchmark Group:**

**FHEQ Level of Award:** Level 7

**Programme Accredited by:** N/A

**Date Programme Specification Approved:** 07 Dec 2017

**Responsible School / Institute:** Blizard Institute

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

- School of Business & Management
- School of Law

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

N/A

**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.
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This interdisciplinary programme will be led by the Centre for Primary Care & Public Health in collaboration with the School of Law, and the School of Business & Management.

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

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
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 10,000-12,000 word dissertation.

How is the Programme Structured?

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

Students studying for the MSc will complete eight 15 credit modules and a 60 credit dissertation. They will take four core modules, one specialist compulsory 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 10,000-12,000 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
• Evidence, Policy and Global Health
• Health Inequalities and Social Determinants
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- Health Systems, Policy and Practice

The following specialist module will be covered in the second semester:

- Anthropology and Global Health

plus three from:

- Health Systems Theory, Policy and Political Economy
- Global Health, Governance and Law
- Gender, Sexuality and Health
- Ecological Global Health
- Primary Care and Global Public Health
- Human Rights and Public Health
- Globalisation and Contemporary Medical Ethics
- Economics of developing countries
- Human resource management in the public services
- Understanding and managing human resources for global health

Researching Global Health and Biomedicine – Geneva Field Class
Governance of Migration, Displacement and Healthcare
Primary Care Capacity Building: Leadership and Learning

Dissertation: Global Public Health and Policy ICM7105

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 10,000-12,000 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 semester of years 1 and 2 (two per semester):

- Epidemiology and Statistics
- Evidence, Policy and Global Health
- Health Inequalities and Social Determinants
- Health Systems, Policy and Practice

The following specialist module will be covered in the second semester of year 1:

- Anthropology and Global Health

plus 1 from the following list in the second semester of year 1, and 2 from the following list in second semester of year 2

- Researching Global Health and Biomedicine – Geneva Field Class
- Health Systems Theory, Policy and Political Economy
- Global Health, Governance and Law
- Gender, Sexuality and Health
- Ecological Global Health
- Primary Care and Global Public Health
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- Human Rights and Public Health
- Globalisation and Contemporary Medical Ethics
- Economics of developing countries
- Human resource management in the public services
- Understanding and managing human resources for global health
- Governance of Migration, Displacement and Healthcare
- Primary Care Capacity Building: Leadership and Learning

In year 2 of the part time degree the students will complete their dissertation:
Dissertation: Global Public Health and Policy ICM7105

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.

<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>
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<tbody>
<tr>
<td>Epidemiology and statistics</td>
<td>ICM7100</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 1</td>
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<tr>
<td>Evidence, Policy and Global Health</td>
<td>ICM7172</td>
<td>15</td>
<td>7</td>
<td>Core</td>
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<td>Semester 1</td>
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<tr>
<td>Health Inequalities and Social Determinants</td>
<td>ICM7102</td>
<td>15</td>
<td>7</td>
<td>Core</td>
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<td>Semester 1</td>
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<tr>
<td>Health Systems Policy and Practice</td>
<td>ICM7179</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Dissertation: Global Public Health and Policy</td>
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<td>60</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1-3</td>
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<tr>
<td>Globalisation and contemporary medical ethics</td>
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<td>15</td>
<td>7</td>
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<td>Human rights and public health</td>
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<td>15</td>
<td>7</td>
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<td>Health Systems, Theory, Policy and Political Economy</td>
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<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
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<td>Global Health, Governance and Law</td>
<td>ICM7174</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
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<tr>
<td>Governance of Migration, Displacement and Healthcare</td>
<td>ICM7183</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Anthropology and Global Health</td>
<td>ICM7170</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Economics of developing countries</td>
<td>BUSM073</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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</table>
Programme Title: MSc/Pgdip Global Public Health and Policy

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<th>Academic Year of Study</th>
<th>Semester</th>
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<tr>
<td>Human resource management in the public services</td>
<td>BUSM077</td>
<td>15</td>
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<td>Semester 2</td>
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<tr>
<td>Ecological Global Health</td>
<td>ICM7171</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Gender, Sexuality and Health</td>
<td>ICM7175</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Primary Care and Global Public Health</td>
<td>ICM7173</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Understanding and managing human resources for global health</td>
<td>ICM7180</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Researching Global Health and Biomedicine – Geneva Field Class</td>
<td>GEG7141</td>
<td>15</td>
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<td>Primary Care Capacity Building: Leadership and Learning</td>
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<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 3.2/4.0 / 3.4/5.0, in an appropriate subject from a university or other institution acceptable to QMUL

IELTS 7.0, IBTOEFL 100, or equivalent; with at least IELTS 6.5 or equivalent in writing

Good personal statement

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes 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/institute 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 the committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes 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

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

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

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**Programme Specification Approval**

[Queen Mary University of London logo]
| **Person completing Programme Specification** | Dr Doreen Montag |
| **Person responsible for management of programme** | Prof Dave McCoy |
| **Date Programme Specification produced/amended by School Learning and Teaching Committee** | 7 December 2017 |
| **Date Programme Specification approved by Taught Programmes Board** | 07 Dec 2017 |