

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/PgDip Global Health Systems Theory and Policy
Name of Interim Award(s)	PGDiploma; PG Certificate
Duration of Study / Period of Registration	One year (full time); two years (part time)
QM Programme Code / UCAS Code(s)	MSC (A3A3 & A3A6) PG Dip (A33A & A36A)
QAA Benchmark Group	
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification Approved	Feb 2016
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 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, lab scientists, and NGO workers.

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 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.

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:

A 1	knowledge and understanding of key concepts and theories of the social determinants of health at territorial, transterritorial, and global levels
A 2	knowledge and understanding of theories of health equity
A 3	knowledge and understanding of operational principles of equity in health systems
A 4	knowledge and understanding of the World Bank, International Monetary Fund, and other international organisations involved in health policy

Disciplinary Skills - able to:

B 1	apply multidisciplinary perspectives to public health questions
B 2	evaluate and critique current public health policy and propose alternative approaches
B 3	assess the changing context of public health policy formation
B 4	synthesise arguments and information from different disciplines so as to solve problems and propose new approaches in public health and international health settings

Attributes:	
C 1	ability to understand and critically analyse precisely and effectively in the context of public health policy
C 2	ability to participate confidently in academic and professional debate
C 3	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.

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.

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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
- 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:

- Health Systems Theory, Policy and Political Economy

plus three from:

- Migration, culture and health
- Advanced Social Determinants of Health
- Anthropology and Global Health
- 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
- Global governance and international organisations
- Economics of developing countries
- Human resource management in the public services

Part time MSc students

Two-year part time MSc students will take four modules in the first year of study (2 modules in each semester) and four modules in the second year of study (2 modules in each semester).

Specialist modules are taken in the second semester and can be taken in either the first or second year of study. Specialist modules are compulsory and must be taken to achieve the award.

They will also 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.

Year one

In the first semester they will select 2 of the 4 core modules focussing 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 they will select 2 module from the list of specialist and elective modules available.

Year two

In the first semester they will select the remaining 2 of the 4 core modules to complete the 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 they will select a further 2 modules from the specialist and elective list available.

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During semesters one and two they will also undertake some preliminary work and training for the 15,000 word dissertation 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 (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:*

- Health Systems Theory, Policy and Political Economy

plus three from:

- Migration, culture and health
- Advanced Social Determinants of Health
- Anthropology and Global Health
- 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
- Global governance and international organisations
- Economics of developing countries
- Human resource management in the public services

*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.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Epidemiology and statistics	ICM7100	15	7	Core	1	Semester 1
Evidence, Policy and Global Health	NEW	15	7	Core	1	Semester 1
Health Inequalities and Social Determinants	ICM7102	15	7	Core	1	Semester 1
Health Systems Policy and Practice (was ICM7103)	new title	15	7	Core	1	Semester 1
Dissertation: Global Health Systems Theory and Policy (was ICM7106)	NEW TITLE	60	7	Core	1	Semesters 1-3

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Globalisation and contemporary medical ethics	ICM7108	15	7	Elective	1	Semester 2
Human rights and public health	ICM7111	15	7	Elective	1	Semester 2
Health Systems, Theory, Policy and Political Economy (Was ICM7121)	New Title	15	7	Compulsory	1	Semester 2
Global Health, Governance and Law	NEW	15	7	Elective	1	Semester 2
Migration, Culture and Health	ICM7110	15	7	Elective	1	Semester 2
Advanced Social Determinants of Health	ICM7138	15	7	Elective	1	Semester 2
Anthropology and Global Health	NEW	15	7	Elective	1	Semester 2
Economics of developing countries	BUSM073	15	7	Elective	1	Semester 2
Global governance and international organisations	BUSM068	15	7	Elective	1	Semester 2
Human resource management in the public services	BUSM077	15	7	Elective	1	Semester 2
Ecological Global Health	NEW	15	7	Elective	1	Semester 2
Gender, Sexuality and Health	NEW	15	7	Elective	1	Semester 2
Primary Care and Global Public Health	NEW	15	7	Elective	1	Semester 2

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. Students are encouraged to offer each other peer to peer support. Student Support is available from The Language Centre and the Library.

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

Person completing Programme Specification

Dr Elias Kondylis

Person responsible for management of programme

Dr Dave McCoy

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

11.02.2016 for September 2016-7

**Date Programme Specification approved by
Taught Programmes Board**

Feb 2016