

Programme Title: MSc/PgDip MSc, International Primary Health Care



Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	
Name of Final Award and Programme Title	MSc/PgDip International Primary Health Care
Name of Interim Award(s)	PGDip
Duration of Study / Period of Registration	One year (full time); two years (part time)
QM Programme Code / UCAS Code(s)	A3A1 (MSc FT), A3A4 (MSc PT), A31A (PgDip FT), A34A (PgDip PT)
QAA Benchmark Group	
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification Approved	
Responsible School / Institute	Blizard Institute

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

Centre for Commercial Law Studies

School of Business & Management

School of Law

School of Politics

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

N/A

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 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 Law, and the schools of Business & Management and Politics & International Relations.

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:

A 1	nature and scope of primary care in a range of cultures and contexts
A 2	principles of research as applied to primary care
A 3	principles of health service and health system development

Disciplinary Skills - able to:	
B 1	apply epidemiological, public health, legal, anthropological, geographical, and political and social science perspectives to primary health care questions
B 2	evaluate and critique current practices in primary health care and propose alternative approaches
B 3	synthesise arguments and information from different disciplines so as to solve problems and propose new approaches in primary health care and international health settings
B 4	synthesise information from a number of sources in order to gain a coherent understanding of theory and practice

Attributes:	
C 1	retrieve, sort, store, index and classify information from a variety of sources including electronic databases
C 2	structure and communicate ideas to a high standard verbally, online and in written work
C 3	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 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 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

Four modules will be selected in the second semester from:

- Migration, culture, and advanced social determinants of health
- Advanced social determinants of health
- Globalisation and health systems
- Public health, international law and governance
- Human rights and public health
- Migration and health
- Primary health care: theory and practice
- Patients, quality, and safety
- Globalisation and contemporary medical ethics
- Intellectual property, medicine, and health
- Knowledge innovation and management
- Global politics of health

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

Four modules will be selected in the second semester from:

- Migration, culture, and advanced social determinants of health

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- Advanced social determinants of health
- Globalisation and health systems
- Public health, international law and governance
- Human rights and public health
- Migration and health
- Primary health care: theory and practice
- Patients, quality, and safety
- Globalisation and contemporary medical ethics
- Intellectual property, medicine, and health
- Knowledge innovation and management
- Global politics of health

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.

*Please note all elective modules may not be available in each academic year.

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Epidemiology and statistics	ICM7100	15	7	Core	1	Semester 1
Health, illness and society	ICM7101	15	7	Core	1	Semester 1
Health inequalities and the social determinants of health	ICM7102	15	7	Core	1	Semester 1
Health systems, economics, and policy	ICM7103	15	7	Core	1	Semester 1
Dissertation - international primary health care	ICM7104	60	7	Core	1	Semesters 1-3
Patients, quality, and safety	ICM7107	15	7	Elective	1	Semester 2
Globalisation and contemporary medical ethics	ICM7108	15	7	Elective	1	Semester 2
Human rights and public health	ICM7111	15	7	Elective	1	Semester 2
Intellectual property, medicine and health	ICM7112	15	7	Elective	1	Semester 2
Primary health care: theory and practice	ICM7115	15	7	Elective	1	Semester 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Public health, international law and governance systems	ICM7118	15	7	Elective	1	Semester 2
Migration, culture, and advanced social determinants of health	ICM7120	15	7	Elective	1	Semester 2
Globalisation and health systems	ICM7121	15	7	Elective	1	Semester 2
Advanced social determinants of health	ICM7138	15	7	Elective	1	Semester 2
Migration and health	ICM7139	15	7	Elective	1	Semester 2
Knowledge innovation and management	BUSM042	15	7	Elective	1	Semester 2
Global politics of health	POLM048	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.

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

Programme Specification Approval

Programme Title: MSc/PgDip MSc, International Primary Health Care

Person completing Programme Specification

James Lancaster

Person responsible for management of programme

Prof Trish Greenhalgh

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

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