Programme Title: MSc/PgDip Migration, Culture and Global Health

**Programme Specification (PG)**

<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/PgDip Migration, Culture and Global Health</td>
</tr>
<tr>
<td>Name of interim award(s):</td>
<td>PGDiploma</td>
</tr>
<tr>
<td>Duration of study / period of registration:</td>
<td>One year (full time); two years (part time)</td>
</tr>
<tr>
<td>Queen Mary programme code(s):</td>
<td>PMSP-QMICMS1; PMSF-QMICMS1</td>
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<tr>
<td>QAA Benchmark Group:</td>
<td></td>
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<tr>
<td>FHEQ Level of Award:</td>
<td>Level 7</td>
</tr>
<tr>
<td>Programme accredited by:</td>
<td>NA</td>
</tr>
<tr>
<td>Date Programme Specification approved:</td>
<td></td>
</tr>
<tr>
<td>Responsible School / Institute:</td>
<td>Blizard Institute</td>
</tr>
</tbody>
</table>

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

- School of Geography
- School of Business & Management
- Centre for Commercial Law Studies

**Collaborative institution(s) / organisation(s) involved in delivering the programme:**

NA

**Programme outline**

This MSc programme will provide a critical understanding of migration, culture and health, with a focus on the interconnected nature of destination societies of the industrialized North and origin societies of the global South. It considers the social, cultural, political, legal, economic and ecological determinants of migrants’ health and disease. Students will be invited to explore the fundamental question of whether and how migration itself is a social determinant of health - the idea that migration-related legal barriers and their resulting harsh living and working conditions are an extra burden that adds to the health-care obstacles which migrants share with other disadvantaged populations. Migrant disadvantage is understood as being broadly shaped through the domains of healthcare, social welfare, law, politics, citizenship as well as religion. To explore these domains theoretically and empirically, the Programme will adopt an interdisciplinary approach and draw on perspectives from social and medical anthropology, migration studies, refugee studies, human geography, public health and social epidemiology. To a lesser extent, it will also draw on development studies, transcultural psychiatry and sociology.
Programme Title: MSc/PgDip Migration, Culture and Global Health

The Programme will be led the Centre for Primary Care & Public Health in collaboration with the School of Geography, the School of Law, and the School of Business & Management.

Aims of the programme

The programme aims to enable students to explore the central role that is played by migration and culture within global health processes and migration and health policy and practice. It will develop students’ empirical and theoretical understandings of the range of health, wellness and healthcare concerns that are experienced by migrants and their families and how these occur across interconnected development contexts of ‘origin’, ‘destination’, ‘return’ and ‘transit’ countries. In completing the programme, students’ will have developed the skills and knowledge that are needed to work with migrant community groups, health support groups, advocacy organisations, non-governmental and intergovernmental organisations, as well as government agencies and trade unions. In doing so, it will prepare them for employment within the fields of community organising, migration support services, migration and health policy, migration policy, public health and humanitarian policy and practice at the local, regional, national and international levels. Within these fields, students will be able to apply academic learning on migration and health to respond to problems and opportunities related to migrants’ social, cultural and political identities, social welfare, humanitarian needs, and their legal, citizenship and rights-based concerns, especially those that intersect with health and healthcare.

Students will also have developed research-based skills to work in research-related posts, while some graduates may continue their academic trajectory by developing funding proposals to pursue doctoral study in the Centre for Primary Care & Public Health, within Queen Mary more broadly, or beyond.

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 have the capacity to work in community support work, public health, migration policy and humanitarian care, with a particular interest in migrant and refugee groups. As ‘migration’ and ‘health’ are often studied as separate areas of enquiry, graduates from this particular programme will be especially-well equipped with specialist ‘migration health skills’ that will enable them to be more competitive for employment in these fields. Graduates will also be able to formulate and implement critical responses to current migration and health problems by working in an interdisciplinary way and in multi-disciplinary teams of affected communities, scholars, practitioners and policy makers in the fields of migration services and policy and health services and policy.

Academic Content:

<table>
<thead>
<tr>
<th>A1</th>
<th>Comprehension of the range of health, wellness and healthcare concerns faced by migrants, including communicable diseases, sexual and reproductive health, child health, mental health and wellness/wellbeing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Theoretical understanding of the different social science perspectives on migration and culture as they relate to the social, economic, political and ecological determinants of migrants’ health, inequalities and knowledge systems.</td>
</tr>
<tr>
<td>A3</td>
<td>Knowledge of the complex relationships between migration, health and inequality and how these occur across interconnected development contexts of ‘origin’, ‘destination’, ‘return’ and ‘transit’ countries.</td>
</tr>
<tr>
<td>A4</td>
<td>Understanding of the key concepts in the study of contemporary migration that have implications for health, wellness and healthcare and pertain to labour migration, unauthorized migration, forced migration (including refugees, asylum seekers and disaster-induced migrants), internal migration and diasporas.</td>
</tr>
<tr>
<td>A5</td>
<td>Appreciation of the social and cultural dimensions of migrants’ healthcare needs and the role of plural, integrative medical systems.</td>
</tr>
</tbody>
</table>
Programme Title: MSc/PgDip Migration, Culture and Global Health

A6 Comprehension of the place of migration health strategies within a broader political, economic and social history of international development.

A7 Appreciation of the humanitarian interventions, development processes, legal frameworks and policy debates and practices that surround migrants’ health and healthcare.

Disciplinary Skills - able to:

B1 Understand and define the value and role of the disciplines of medical and social anthropology, migration studies, refugee studies, human geography and global public health within the overall study of migration, culture and health, while delineating the relationships and boundaries of these disciplines.

B2 Identify the secondary role of other key intersecting disciplines in shaping the study of migration, culture and health - transcultural psychiatry, social epidemiology, law, sociology and development studies.

B3 Apply interdisciplinary and multidisciplinary perspectives to solving contemporary migration and health questions, including those relating to migration and health policy, migration policy and global public health.

B4 Comprehend the value of approaching research and policy analysis on global public health based on the anthropological notion of migrants' lived experiences of health and healthcare.

B5 Assess the changing contexts of public health and migration and health policy and critically analyse migration and health policy processes, content and formulation, including why certain policy continuities exist while others have been broken down.

B6 Undertake academic research on migration and health, including critical policy research and evaluation.

B7 Plan, design and execute a piece of rigorous field-based research on international migration and health institutions.

Attributes:

C1 Confident participation in academic and professional debate.

C2 Ability to work and study to defined outcomes both independently and as part of a team through group-based seminar discussion.

C3 Critical reading and writing skills.

C4 Professional and scholarly usage of library, archival and IT resources, and ability to retrieve, sort and synthesise information from a variety of sources.

C5 Structural and cultural competencies that are underpinned by responsibility, empathy and insight, as well as core values of social justice and health equity.

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/seminars and independent study. Most modules will follow a format of structured preparatory work (involving reading and reflection exercises), a weekly interactive lecture, a two-hour small group seminar and occasional topic discussions through the QM Plus learning portal. Lecturers will include in-house faculty of the Global Health Unit, faculty in Geography, Law, and Business and Management, as well as visiting speakers who will speak on topics related to research, service development, policy work, humanitarian intervention or clinical work in different countries and settings.

Essential readings that underpin the Programme will derive from various academic disciplines and also 'grey literature' reports.
Programme Title: MSc/PgDip Migration, Culture and Global Health

produced by NGOs, IGOs and policy think tanks. Those modules that include data analysis sessions will introduce 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 2,500- to 3,500-word structured essay), assessed individual or group presentations, and a final 10,000- to 12,000-word dissertation.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

MSc Students will undertake 180 credits; 120 credits of taught modules taught over semesters one and two and a 60 credit dissertation.
Pg Dip Students will undertake 120 credits of taught modules.

Students must take the following core (must be taken and passed) and compulsory (must be taken) modules;
• Epidemiology and Statistics
• Evidence, Policy and Global Health
• Migrants, Inequality and the Cultural Politics of Health
• Health Systems, Policy and Practice
• Governance of Migration, Displacement and Health (Taught by the Global Health Unit); and
• Researching Global Health and Biomedicine - Geneva Fieldclass (Taught by the School of Geography)

Students are free to select two 15 credit electives in their second semester.

Elective modules are offered by the Institute as well as by the Schools of Business Management, CCLS and Geography. Electives are subject to change and the following is an indicative list of options that may be available:
• Anthropology and Global Health
• Health Systems Theory, Policy and Political Economy
• Gender, Sexuality and Health
• Global Health, Governance and Law
• Human Rights and Public Health
• Planetary Health and International Health Policy
• International Primary Care - Principles, Policy and Practice
• Globalisation and Contemporary Medical Ethics
• Economics of developing countries
• Human resource management in the public services
• Understanding and managing human resources for global health
• Primary Care Capacity Building: Leadership and Learning

For MSc students the final module will be the 60 credit Dissertation (ICM7119 Global Health, Governance and Law) this is a core module which must be taken and passed for award.

Part time students undertake the same diet as their full time counterparts and complete in two calendar years. Students take four 15 credit modules in the first year and four 15 credit modules in the second year along with the 60 credit dissertation.
Programme Title: MSc/PgDip Migration, Culture and Global Health

PG Dip students
Follow the same diet as their MSc counterparts but do not undertake a dissertation.

Academic Year of Study FT - Year 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>Migrants, Inequality and the Cultural Politics of Health</td>
<td>ICM7181</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Evidence, Policy and Global Health</td>
<td>ICM7172</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<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>
</tr>
<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>Governance of Migration, Displacement and Healthcare</td>
<td>ICM7183</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Researching Global Health and Biomedicine - Geneva Fieldclass</td>
<td>GEG7141</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Any two 15 credit elective</td>
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<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Dissertation: Migration, Culture and Global Health</td>
<td>ICM7178</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 2 &amp; 3</td>
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Academic Year of Study PT - Year 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>Any two from: Migrants, Inequality and the Cultural Politics of Health</td>
<td>ICM7181</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>
<td>1</td>
<td>Semester 1</td>
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<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>
</tr>
<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>Governance of Migration, Displacement and Healthcare</td>
<td>ICM7183</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Researching Global Health and Biomedicine - Geneva Fieldclass</td>
<td>GEG7141</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
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Programme Title: MSc/PgDip Migration, Culture and Global Health

Academic Year of Study  PT - Year 2

<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>
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<td></td>
<td></td>
<td>Core</td>
<td></td>
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<tr>
<td>Migrants, Inequality and the Cultural Politics of Health</td>
<td>ICM7181</td>
<td>15</td>
<td>7</td>
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<td>Semester 1</td>
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<td>Evidence, Policy and Global Health</td>
<td>ICM7172</td>
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<tr>
<td>Epidemiology and Statistics</td>
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<tr>
<td>Health Systems Policy and Practice</td>
<td>ICM7179</td>
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<tr>
<td>Any two 15 credit elective</td>
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<td>30</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Dissertation: Migration, Culture and Global Health</td>
<td>ICM7178</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>2</td>
<td>Semesters 1-3</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 with 7.0 in writing (and no less than 5.5 in all other components).
Good personal statement

How will the quality of the programme be managed and enhanced? How do we listen to 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

What academic support is available?

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 top
Programme Title: MSc/PgDip Migration, Culture and Global Health

Programme-specific rules and facts

NA

How inclusive is the programme for all students, including those with disabilities?

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

NA

Programme Specification Approval

Person completing Programme Specification: Emily McLean-Inglis

Person responsible for management of programme:

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

Date Programme Specification approved by Taught Programmes Board: