Programme Title: Global Public Health

Programme Specification (PG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: MSc Global Public Health
PG Dip Global Public Health
PG Cert Global Public Health
Name of interim award(s): Pg Dip; PG Cert
Duration of study / period of registration: MSc & PG Dip = 2 years. PG Cert = 1 year Pt by DL
QMUL programme code(s): DLIPHS2 - PSGLP A9S5 (MSc) / A9D5 (PgD) / A9C5 (PgC)
QAA Benchmark Group: DLIPHS2 - PSGLP
FHEQ Level of Award: Level 7
Programme accredited by: NA
Date Programme Specification approved: 
Responsible School / Institute: Blizard Institute

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

Institution(s) other than QMUL that will provide some teaching for the programme:
CEG Digital

Programme outline

This distance based learning MSc Global Public Health is a wide ranging post-graduate programme with an emphasis on the social, political, economic and ecological determinants of health, and with a focus on health policy analysis.

Social determinants and the consequences for health improvement and health inequalities are an essential part of the work of public health specialists when dealing with health issues at the population level. Today, there is a greater awareness than ever in academia, governments and the general public of unfair and avoidable health inequalities, and of the failure of health systems in reducing health disparities. There is therefore a need to give as wide a range of people in society access to opportunities to learn and understand these issues.

This MSc programme will be of interest to anyone with an interest in the health and wellbeing of societies within and across countries. It will have appeal to anyone working in the health or humanitarian sector, but also to civil servants more generally, and individuals with an interest in the social and political sciences.
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Aims of the programme

Students will develop the competencies to work in health policy and health service delivery, at the local, national, and international levels, and in governmental and international bodies and NGOs. An understanding of research and epistemology will be integrated into the modules, providing an opportunity for some students to pursue further academic development in the form of a PHD.

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 be equipped to work effectively in multi-disciplinary teams engaged in health improvement.

Academic Content:

| A1 | Knowledge and understanding of the global social, political, economic and ecological determinants of health |
| A2 | Knowledge and understanding of epidemiology & statistics; epistemology; and basic research methods |
| A3 | Knowledge and understanding of the principles and policy norms of health systems financing, organisation, administration 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 global public health questions |
| B2 | Evaluate and critique current public health policy and propose alternative approaches |
| B3 | Assess the changing context of global 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 |
| B5 | Critically appraise the quality of research papers and the academic literature |
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Attributes:

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<tbody>
<tr>
<td>C1</td>
<td>Ability to participate confidently in academic and professional debate</td>
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<tr>
<td>C2</td>
<td>Ability to work and study to a high standard, both independently and as part of a team</td>
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<tr>
<td>C3</td>
<td>Ability to construct a coherent and well organised argument</td>
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**How will you learn?**

The teaching platform (Canvas) will employ all teaching techniques available for online learning including, but not limited to, online lectures through videos, written lectures, practice exercises, moderated group discussions, written assessments and individual feedback. A tutor will be allocated for each module and will be interacting with students on a daily basis providing feedback frequently when assessments (or other participation) are submitted by the students online.

**How will you be assessed?**

Each module will be assessed slightly differently, depending on the learning objectives.

Assessment methods will include a traditional examination (with essays or short answer questions), tutor-marked assignments, presentations, and a 10,000 word dissertation.

**How is the programme structured?**

Please specify the full time and part time programme diets (if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Student must take Health Inequalities and The State of Global Health & Understanding Epidemiology and Statistics in their first year of study and the Dissertation/Project is taken after all taught modules have been completed. All other modules may be taken in any order with students taking 2 modules per semester.

The following is for guidance only, irrelevant whether students start in May or September;

**Year One**
- Study Block One
  - Health Inequalities and the state of global health
  - Understanding Epidemiology and Statistics

- Study Block Two
  - Research, Evidence and Policy
  - Critical Health Economics
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Study Block Three
Disease Management Principles and Practice
Global Health Policy and Governance

Year Two
Study Block One
Health Systems Policy and Performance
Planetary Health

Study Block Two & Three
Dissertation/project

PG Diploma:
Students take all modules as above but are not required to take the dissertation/project.

PG Cert
Students take just 4 modules (excluding the dissertation/project) and complete after 2 semesters. As with the MSc and PG Diploma students must take the two modules Health Inequalities and The State of Global Health & Understanding Epidemiology and Statistics and any two modules in the following Semester

<table>
<thead>
<tr>
<th>Academic Year of Study</th>
<th>PT - Year 1</th>
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<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>Global Public Health Dissertation/Project</td>
<td>IPH7100</td>
<td>60</td>
<td>7</td>
<td>Core</td>
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<td>Semester 1, 2or3</td>
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<tr>
<td>Health Inequalities and the State of Global Health</td>
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<td>Semester 1 or 3</td>
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<tr>
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<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1 OR 2</td>
<td>Semester 1, 2 or 3</td>
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<td>15</td>
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<td>Compulsory</td>
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<td>Semester 1 or 3</td>
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<tr>
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<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 1, 2or3</td>
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<td>15</td>
<td>7</td>
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<td>Semester 1, 2or3</td>
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<td>7</td>
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<td>1 OR 2</td>
<td>Semester 1, 2or3</td>
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<td>15</td>
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<td>Compulsory</td>
<td>1 OR 2</td>
<td>Semester 1, 2or3</td>
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<tr>
<td>Planetary Health</td>
<td>IPH7106</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1 OR 2</td>
<td>Semester 1, 2or3</td>
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**What are the entry requirements?**

A 2.1 honours degree or GPA 3.2/4.0 or GPA 3.4/5.0 or equivalent in a relevant subject, such as medicine, the health sciences, nursing or the social sciences. We also welcome applications from those who have studied a less directly related subject at undergraduate level, but who can demonstrate interest and motivation in this area.

IELTS 7.0 or PTE academic 68, with IELTS 6.5 or PTE 62 in writing.

**How do we listen to and act on your feedback?**

A Staff-Student Liaison Committee provides a formal means of communication and discussion between the school and its students. The committee will consist 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. A special student representative for DBL taught masters programme will be appointed. She/he will send comments/queries to the SSLC via email. Discussions will be minuted in the usual fashion and the DBL representative will receive all documentation via email. It might occasionally be necessary for the DBL representative and head of SSLC or LTC to discuss matters by phone/skype.

Student feedback:
Informal feedback from students will be sought throughout the course, both in discussion, and via the message-board system or via the student representative.

- Formal feedback from students will be sought at the end of each module in the form of an online questionnaire.
- Feedback will be sought about a number of areas including:
  i. course content
  ii. course delivery
  iii. technical aspects of accessing the learning experiences
  iv. quality of associated materials
  v. The relevance to the workplace
- This feedback will be used to make alterations to the forthcoming modules as well as to the course overall for the following year.

**What academic support is available?**

The team running the programme has a great deal of experience of postgraduate teaching. All students will speak to their academic adviser at the start of the programme and will be expected to meet regularly. Progress through the programme, for instance dissertation choices, will be made in discussion with the academic adviser. Students will be allocated a dissertation supervisor relevant to their topic.

Online support offered by academic and professional staff and any peer to peer support.

Each module is facilitated by an Online Tutor who will help you to get the most out of your e-learning experience and guide you through the multimedia content. They will introduce themselves and provide contact information via the VLE when the course commences. Your Online Tutor will be a constant presence in facilitating the online learning component of modules, including online moderation and facilitation, subject knowledge, and responding to academic queries.

Their key responsibilities include, but are not limited to:
- Moderating online discussions
- Facilitating online learning activities via weekly webinar sessions
- Providing formative feedback to students
- Tending to the social learning elements of an online module

Students should contact Online Tutors for any academic queries or issues they may have while studying the module to which they are assigned.
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Programme-specific rules and facts

This programme invokes a progression hurdle from the taught element to the dissertation/project, and students must take and pass sufficient credits in order to progress from the taught element to the dissertation/project. (See Academic Regulations, 7: Special Regulations for Collaborative Programmes)

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

Programme Specification Approval

Person completing Programme Specification: Jonathan Filippon

Person responsible for management of programme: Emily Mclean-Inglis

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: 11/08/2021 (For Sept 2021)

Date Programme Specification approved by Taught Programmes Board: