

## Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and 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 Pt by DL. PG Cert = 1 year Pt by DL
Queen Mary programme code(s):	DLIPHS2 - PSGLP A9S5 (MSc) / A9D5 (PgD) / A9C5 (PgC)
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	NA
Date Programme Specification approved:	
Responsible School / Institute:	Wolfson Institute of Population Health

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

Wolfson Institute of Population Health

Collaborative institution(s) / organisation(s) involved in delivering 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.

## 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:

A 1	Knowledge and understanding of the global social, political, economic and ecological determinants of health
A 2	Knowledge and understanding of epidemiology & statistics; epistemology; and basic research methods
A 3	Knowledge and understanding of the principles and policy norms of health systems financing, organisation, administration and delivery
A 4	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:

B 1	Apply multidisciplinary perspectives to global public health questions
B 2	Evaluate and critique current public health policy and propose alternative approaches
B 3	Assess the changing context of global 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
B 5	Critically appraise the quality of research papers and the academic literature

Attributes:	
C 1	Ability to participate confidently in academic and professional debate
C 2	Ability to work and study to a high standard, both independently and as part of a team
C 3	Ability to construct a coherent and well organised argument

### 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 10000 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.

The program is structured such that each module is taken sequentially in order starting with module 1 and then numerically through the modules to end with module 8. There are two intakes of students - in May and September - each year. Therefore, the modules are delivered twice in each academic year.

Students starting in May, will study across 3 Academic Years, but still complete the program in 24 months, the year and semester are listed below in brackets:

Study Block One (Year one, Sem 3)

M1: Health Inequalities and the state of global health

M2: Understanding Epidemiology and Statistics

Study Block Two (Year two, Sem 1)

M3: Health Systems Policy and Performance

M4: Critical Health Economics

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[PgCert students finish here, and are not required to take any further modules]

Study Block Three (Year two, Sem 2)  
M5: Global Health Policy and Governance  
M6: Planetary Health

Study Block Four (Year two, Sem 3)  
M7: Disease Management Principles and Practice  
M8: Research, Evidence and Policy

[PgDipl students finish here, and are not required to take any further modules]

Study Block Five & Six (Year three, Sem 1/2)  
Dissertation

The Dissertation will be taken after the 8 modules and in accordance with a progression hurdle (i.e. students must take modules to the value of 120 credits and are required to have successfully passed modules to the value of at least 90 credits).

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

PG Cert:  
Students take just 4 modules (excluding the dissertation) and complete after 2 semesters.

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Global Public Health Dissertation/ Project	IPH7100	60	7	Core	2	Semesters 1 & 2
Health Inequalities and the State of Global Health	IPH7101	15	7	Compulsory	1	Semester 1
Understanding Epidemiology and Statistics	IPH7102	15	7	Compulsory	1	Semester 1
Health Systems Policy and Performance	IPH7103	15	7	Compulsory	1	Semester 2
Critical Health Economics	IPH7104	15	7	Compulsory	1	Semester 2
Global Health Policy and Governance	IPH7105	15	7	Compulsory	1	Semester 3
Planetary Health	IPH7106	15	7	Compulsory	1	Semester 3
Disease Management Policy and Practice	IPH7107	15	7	Compulsory	2	Semester 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Research, Evidence and Policy	IPH7108	15	7	Compulsory	2	Semester 1

### What are the entry requirements?

A 2.1 honours degree or GPA 3.2/4.0 or GPA 3.4/5.0 in ANY SUBJECT. IELTS with 7.0 overall including 6.5 in Writing, and 5.5 in Reading, Listening and Speaking (or equivalent approved test/qualification)

### How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Quality of teaching is managed via tutor engagement reviews conducted twice per module by a dedicated member of CEG staff and shared with the Program Director. Student engagement is also monitored in a similar way, and results of the reviews are shared with the Program Director and CEG student advisers. Enhancements to the quality of the program are guided by feedback from student evaluations, feedback from external examiners, and in accordance with Queen Mary academic standards documentation. All enhancements are discussed and approved by the Global Public Health Unit Teaching Executive Committee.

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?

Academic support staff on the program have a great deal of experience of postgraduate teaching. All students will speak to their academic adviser at the start of the program and will be expected to meet regularly. Progress through the program 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 students to get the most out of their e-learning experience and multimedia content. They will introduce themselves to the students and provide contact information via the VLE when the

course commences. The 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.

### **Programme-specific rules and facts**

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

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

The program is inclusive for all students, including those with disabilities. Prior to the start of the academic year, students' particular teaching requirements are identified in order to ensure that sufficient support is in place (for example, subtitled webinar recordings). Module tutors are notified of any specific student requirements.

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**

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## **Programme Specification Approval**

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Programme Title: Global Public Health

**Person completing Programme Specification:**

Andrew Harmer

**Person responsible for management of programme:**

**Date Programme Specification produced / amended by School / Institute Education Committee:**

18th January 2022 (For Sept 2022 start)

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