



## 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:	MRes in Global Public Health and Policy
Name of interim award(s):	
Duration of study / period of registration:	1 calendar year
Queen Mary programme code(s):	PMRF-QMIPHS1 - PSGHP - A3AC & A3AG
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	
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:

School of Politics and International Relations

School of Geography

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

### Programme outline

The MRes in Global Public Health and Policy is a pre-doctoral training programme designed to provide a critical, research led approach to the study of global public health and other fields of practice, together with training in the key research skills appropriate for Doctoral level study. Alongside a suite of substantive modules offered in conjunction with the School's Global Public Health and Policy, the programme includes core modules in research design, qualitative and quantitative methods taken jointly with social science students from a range of disciplines across QMUL, Kings College London and Imperial College as part of the training offered by the ESRC funded London Interdisciplinary Social Science Doctoral Training Partnership.

The MRes in Global Public Health and Policy is an approved pathway for ESRC funding, enabling students to apply for ESRC 1+3 funding to cover both the MRes and a PhD, and successful MRes graduates to apply subsequently for ESRC +3 PhD funding. The MRes also caters more generally for those seeking to develop their ability to apply knowledge and understanding of global public health and policy in a complex global environment –and is an ideal preparation for a career in professional clinical work, as well as for those pursuing advanced studies.

## Aims of the programme

The programme places emphasis on the social determinants of health; a focus on the interface between politics and policy; a concern for social justice; and a stress upon primary care acting as a platform for effective public health action.

This offers an opportunity to develop a pronounced multi-disciplinary analysis that includes sociology, anthropology, economics, law, geography as well as public health medicine. You will therefore learn from a truly multidisciplinary programme, which will give students a genuinely broad education and wide perspective.

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.

## What will you be expected to achieve?

By the end of the programme students are expected to:

- Be able to evaluate and critique current public health policy and propose alternative approaches
- Be able to apply multidisciplinary perspectives to public health questions
- Have developed knowledge and understanding quantitative methods and data in social science
- To have knowledge and understanding of the principles and policy norms of public health and health systems, including administration, financing, organisation, and delivery

### Academic Content:

A 1	Develop knowledge and understanding of epistemology, research design, and qualitative methods in social science.
A 2	Develop knowledge and understanding quantitative methods and data in social science.
A 3	Knowledge and understanding of the social determinants of health
A 4	Knowledge and understanding of the principles and policy norms of public health and health systems, including administration, financing, organisation, and delivery

### Disciplinary Skills - able to:

B 1	Evaluate and critique current public health policy and propose alternative approaches.
B 2	Assess the changing context of public health policy formation.
B 3	Apply multidisciplinary perspectives to public health questions
B 4	Demonstrate knowledge of methodological approaches appropriate to social science subjects

Attributes:

C1	Ability to understand and critically analyse precisely and effectively in the context of public health policy.
C2	Ability to participate confidently in academic and professional debate.
C3	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, but not limited to, a traditional examination (with essays or short answer questions), tutor-marked assignments (typically, a 3,000-word structured essay), presentations, and a 10,000- 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.

Students taking the MRes in Global Public Health and Policy will sit modules totaling 120 credits, and complete a dissertation (60 credits).

Two compulsory 30 credit modules will be delivered by the School of Politics and International Relations:  
Introduction to Social Science Research 1: epistemology, research design, and qualitative methods (30 credits)  
Introduction to Social Science Research 2: quantitative methods and data (30 credits)

Four compulsory 15 credit modules will be offered by the Global Health Unit in the Institute of Population Health Science:  
Health Systems Policy and Practice (semester 1)  
Health Inequalities and Social Determinants of Health (semester 1)  
Anthropology and Global Health (semester 2)

Core 60 credit dissertation module will be delivered by the Global Health Unit in the Institute of Population Health Science:

Dissertation IPH7003

One 15 credit elective module will be offered in Semester 2. Electives are subject to change and the following is an indicative list of options that may be available:

- Medicines and pharmaceutical markets
- Global health and the media
- Anthropology and Global Health
- Planetary Health and International Health Policy
- Global Health, Governance and Law
- Gender, Sexuality and Health
- Globalisation and Contemporary Medical Ethics
- Health Economic Analyses
- Economics of developing countries
- Public Health Nutrition
- A Life Course Approach to Sexual Reproductive Health
- Cancer Screening and Prevention

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Social Science 1: Epistemology, Research Design, and Qualitative Methods	POLM082	30	7	Compulsory	1	Semester 1
Health Systems Policy and Practice	IPH7017	15	7	Compulsory	1	Semester 1
Health Inequalities and Social Determinants of Health	IPH7001	15	7	Compulsory	1	Semester 1
Introduction to Social Science 2: Quantitative Methods and Data	POLM083	30	7	Compulsory	1	Semester 2
Dissertation	IPH7003	60	7	Core	1	Semesters 2 & 3
Any two, 15 credit electives from the available list.			7	Elective	1	Semester 2

**What are the entry requirements?**

Normally at least an upper second class undergraduate degree and/or equivalent professional experience. IELTS 7.0 with 7.0 in writing (and no less than 5.5 in all other components).

### **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 the Institute and its students. The committee consists of student representatives from each year in the Institute together with appropriate representation from staff within the 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.

The School of Medicine and Dentistry operates a Learning and Teaching Committee, which advises the 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.

The Institute operates an Annual Programme Review (APR) of all taught 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 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, PTES and module evaluations.

### **What academic support is available?**

Students receive academic support via meetings with their academic advisor and via the programme director, module lecturers and attendance at research-related events in both Schools.

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

### **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)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Links with employers, placement opportunities and transferable skills

Programme Specification Approval

Person completing Programme Specification:	Dr Jonathan Filippou
Person responsible for management of programme:	Dr Jonathan Filippou
Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:	15/01/2025 (for 2025/26)
Date Programme Specification approved by Taught Programmes Board:	