



## 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 and Policy PgDip Global Public Health and Policy
Name of interim award(s):	PGDiploma
Duration of study / period of registration:	One year (full time); two years (part time)
Queen Mary programme code(s):	PMSF-QMICMS1; PMSP-QMICMS1 - A3A2 A3A5 A32A A35A
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	N/A
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 Business & Management

Centre for Commercial Law Studies

School of Geography

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

N/A

### Programme outline

This programme builds on models of social determinants of health and international health concepts of policy-making at the extra-territorial level. Students can specialise in areas as diverse as trade in health, global burden of disease, evidence based policy making, pharmaceuticals, clinical trials, and ethics. The programme is of particular interest to public health doctors and other health practitioners in public and primary health care, but will also attract policy makers and NGO workers and social and laboratory scientists. Students will see their ability to plan and develop services and advocate for them greatly enhanced, and their effectiveness in delivering health care increased.

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 programme is led by the Global Public Health Unit, Centre for Public Health and Policy, part of the Wolfson Institute of Population Health.

## Aims of the programme

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. 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 Wolfson Institute of Population Health. Other students will be equipped to take up posts requiring up to date research skills.

Research methods is one of our core modules in term 1 and it is constructively aligned with other core modules. We present, 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 will be examined on towards the end of the module.

### Aims:

- Access, understand and apply research evidence related to Global Public Health;
- Develop, evaluate, and maintain effective and appropriate health services for populations;
- Teach and support others by developing training courses and academic programmes
- Identify and meet their lifelong learning needs.

## 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 equipped to enhance capacity and work effectively in multi-disciplinary teams on behalf of local populations.

### Academic Content:

A1	Knowledge and understanding of the social determinants of health
A2	Knowledge and understanding of epidemiology & statistics; qualitative research methods
A3	Knowledge and understanding of the principles and policy norms of public health and health systems, including administration, financing, organisation, 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 public health questions
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B 2	Evaluate and critique current public health policy and propose alternative approaches
B 3	Assess the changing context of 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

Attributes:

C 1	Ability to understand and critically analyse precisely and effectively in the context of public health policy
C 2	Ability to participate confidently in academic and professional debate
C 3	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); we follow a flipped classroom approach supported by QM Academy, making content available in an asynchronous way to students via QM+, followed by 1,5h weekly small group seminars, and topic discussions via online forums. Visiting speakers describe research, clinical or service development work in different countries and settings. Some modules focus on key 'grey literature' reports such as those produced by the World Health Organization. Data analysis sessions 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 include a traditional examination (with essays or short answer questions), tutor-marked assignments (typically, a 2,000-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.

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 compulsory (must be taken) modules;

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- Epidemiology and Statistics (compulsory)
- Applied Research Methods 1 (Compulsory)
- Health Inequalities and Social Determinants (Compulsory)
- Health Systems, Policy and Practice (Compulsory)

Students are free to select three 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:

- 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

For MSc students the final module will be the 60 credit Dissertation (IPH7003 Global Public Health and Policy) 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 may take modules in any order ensuring they take the two compulsory Research Methods modules in year one. Students take an equal load of two taught modules per semester in both years of study. The 60 credit dissertation is taken across the second year of study.

PG Dip students

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

### Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Epidemiology and statistics	IPH7000	15	7	Compulsory	1	Semester 1
Applied Research Methods 1	WOFM983	15	7	Compulsory	1	Semester 1
Health Inequalities and Social Determinants	IPH7001	15	7	Compulsory	1	Semester 1
Health Systems Policy and Practice	IPH7017	15	7	Compulsory	1	Semester 1
Applied Research Methods 2: Practical Application	WOFM959	15	7	Compulsory	1	Semester 2

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Any THREE 15 credit elective		45	7	Elective	1	Semester 2
Dissertation: Global Public Health and Policy	IPH7003	60	7	Core	1	Semesters 1-3

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Applied Research Methods 1	WOFM983	15	7	Compulsory	1	Semester 1
Any ONE from Epidemiology and statistics Health Inequalities and Social Determinants Health Systems Policy and Practice	IPH7000 IPH7001 IPH7017	15	7	Compulsory	1	Semester 1
Applied Research Methods 2: Practical Application	WOFM959	15	7	Compulsory	1	Semester 2
Any elective		15	7	Elective	1	Semester 2

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
remaining TWO from Epidemiology and statistics Health Inequalities and Social Determinants Health Systems Policy and Practice	IPH7000 IPH7001 IPH7017	15	7	Compulsory	2	Semester 1
Any two electives		30	7	Elective	2	Semester 2
Dissertation: Global Public Health and Policy	IPH7003	60	7	Core	2	Semesters 1-3

### 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).

### 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 PTES 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 topic.

### Programme-specific rules and facts

N/A

### 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

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- 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

**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:**