

Programme Title: BSc in Global Health



Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BSc in Global Health
Name of interim award(s):	
Duration of study / period of registration:	Three years
QMUL programme code / UCAS code(s):	4U47
QAA Benchmark Group:	Health Studies
FHEQ Level of Award :	Level 6
Programme accredited by:	N/A
Date Programme Specification approved:	Jan 2018
Responsible School / Institute:	Blizard Institute

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

School of Geography

School of Languages, Linguistics & Film

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

Programme outline

By studying the BSc in global health, students will gain an understanding of the key political, social, economic, clinical, and population health concerns around global health and global health inequalities. Students will develop an insight into improving health and wellbeing at the country, regional, and international levels. The programme draws on expertise from a range of scholarly disciplines including public health, politics, sociology, geography, and economics.

The BSc will provide students with skills in research, analysis, and communication, as well as knowledge and competencies in epidemiology, biostatistics, economics, health systems, health policy, and global health governance. A core of 20 compulsory topics will develop a set of multi-disciplinary skills, and prepare students for a successful career in a variety of public health organisations. Optional modules will allow students to further explore areas of particular interest and develop more specific knowledge and skills that they can draw on in the professional context

Aims of the programme

The programme aims to give students the intellectual and analytical tools to understand, research, evaluate, and communicate

key global health issues and relationships by:

- equipping students with a developed knowledge of interdisciplinary approaches to global health as well as specialist knowledge and skills pertinent to at least five disciplines;
- encouraging students to develop a mature international awareness of issues in, and implications of, public health, politics, sociology, geography, and economics that impact on global health and well-being;
- developing practical and theoretical skills to support preparation for a professional career in national and global health, and an appreciation of the value of continuing professional development in the field; and
- providing students with both disciplinary-specific and transferable research, analytical, and communications skills.

What will you be expected to achieve?

Students who successfully complete the programme will have developed a global perspective on public health and public policy, and will be equipped to work effectively in multi-disciplinary teams in a wide range of settings.

QMUL Model

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field. The Model is organised around the key themes of:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

Students are required to study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study. Model modules may be 5, 10 or 15 credits. Model modules are indicated within this programme specification.

In your first year of study, the Model module will be core or compulsory and will be situated within your home School or Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School / Institute or area of QMUL or undertaken as a module outside of QMUL.

If Model module information is not provided on this programme specification for all subsequent years of study, this will be identified as your studies continue.

Where a Model module elective can be selected from an approved group of Model modules, no guarantee can be provided that your first choice of Model module will be available.

Academic Content:	
A 1	identify and analyse key concepts and theories of the social determinants of health at territorial and global levels
A 2	apply and evaluate the principles and policy norms of public health, including the administration, financing, organisation and delivery of health systems and public health programmes, as well as epidemiology and statistics
A 3	summarise and critique the major global health priorities and challenges related to communicable diseases, non-communicable diseases and maternal and child health
A 4	evaluate and debate key concepts and theories related to globalisation and the political economy of health
A 5	compare and devise structures, systems and actors related to global health governance

Disciplinary Skills - able to:	
B 1	Apply multidisciplinary perspectives to public health and global health questions
B 2	Analysis and application of the changing global and national context of public health policy formation
B 3	Synthesize arguments and information from different disciplines so as to critique problems and approaches in public health and international health settings
B 4	Critical evaluation of current public health policy
B 5	Critically evaluate data and evidence used to determine global health priorities and assess policy and programmatic impact
B 6	Assess the social and political dimensions of priority setting, and policy formulation and implementation

Attributes:	
C 1	practical and theoretical skills to support preparation for a professional career in global health - these include skills in communication, debate and conducting research
C 2	appreciate the challenges of improving health and reducing health inequalities from a global perspective, whilst appreciating the nature of inter-dependencies of populations between and within countries
C 3	ability to understand and debate effectively in the context of public health policy

QMUL Model Learning Outcomes - Level 4:	
D 1	Discuss socio-cultural values and practices with others
D 2	Consider the role of their discipline in diverse cultural and global contexts
D 3	Identify and discuss their own career aspirations or enterprise skills and knowledge and how they impact on others

D4	Demonstrate connections between different theoretical perspectives within your discipline
D5	Consider the role of their discipline in diverse cultural and global contexts

QMUL Model Learning Outcomes - Level 5:	
E1	Demonstrate how discipline specific problem solving techniques or approaches may be generalised or applied in a br
E2	Evaluate perspectives from different disciplines

QMUL Model Learning Outcomes - Level 6:	
E1	
E2	
E3	

QMUL Model Learning Outcomes - Level 7:	
G1	
G2	
G3	

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. Modules will consist of lectures, small group tutorials, and independent study, and 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 or 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. Guided and supported independent self-study will form an important component of the degree, and two modules are specifically designed to equip students with the necessary reading, writing, research and analytical skills needed for this. In addition students will undertake a professional placement and be able to put into practice the skills and knowledge gained throughout the degree.

How will you be assessed?

Modules will be assessed appropriately for the respective learning objectives. Assessment methods will include traditional examinations (with essays or short answer questions), tutor-marked assignments, oral and on-line presentations, and a research dissertation.

How is the programme structured?

Please specify the full time and part time programme diets (if applicable). Please also outline the QMUL Model arrangements for each year of study. The description should be sufficiently detailed to fully define the structure of the diet.

The first year will provide students with an introduction to and foundation in various different disciplines (including epidemiology, statistics, health science, economics, politics, sociology, and geography), while developing their reading, analysis, and research skills. First semester modules will be balanced by, or preparatory to, second semester modules.

Semester 1

- Social determinants of health (compulsory)
- Basic issues in politics and global health (compulsory)
- Introduction to research, writing and analysis for global health (compulsory)
- Introduction to epidemiology and statistics (compulsory)

Semester 2

- Society, medicine and health (compulsory)
- The international politics of global health: an introduction (compulsory)
- Introduction to health economics (compulsory)
- Global Worlds (compulsory)

Year 2 will have students apply the theories, methods, concepts, and approaches learnt in the preceding year to a set of health issues: maternal and child health, communicable diseases, non-communicable diseases, and medicines and pharmaceuticals. In addition, students will continue to develop their skills in research, writing, and analysis as well as in epidemiology.

Semester 1

- Communicable diseases (compulsory)
- Non-communicable diseases (compulsory)
- Research, writing and analysis (compulsory)
- Geographies of Biomedicine OR Economic Geographies OR Society and Space (electives)

Semester 2

- Maternal and child health and nutrition (compulsory)
- Medicines and pharmaceuticals (compulsory)
- Advanced epidemiology and statistics (compulsory)
- Place, Space and Health Geographies OR Cultural Geographies OR Spaces of Uneven Development (electives)

Year 3 will introduce students to the topic area of health systems, and provide students with a set of optional modules. It will also include a compulsory 'capstone' module that provides advanced level, cross-disciplinary perspectives on evolving issues in the field and which will allow students to draw on the knowledge and skills they have acquired in considering problems and dilemmas in the global health arena from Years 1 and 2. Students will also undertake a dissertation and a professional placement.

- Health systems, policy and practice (compulsory)

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- Contemporary issues in global health (new title, compulsory)
- Climate change and global health policy (compulsory)
- Placement in global health (compulsory)
- Dissertation (core)

Electives from:

- Health systems theory and political economy - delivered internally (Global Health Unit)
- Gender, sexuality and health - delivered internally (Global Health Unit)
- Ecological Global Health (Global Health Unit)
- Globalisation and contemporary medical ethics - delivered internally (Global Health Unit)
- Global Health Governance and Law - delivered internally (Global Health Unit)
- Geographies of nature - delivered by the School of Geography
- Geography, technology and society - delivered by the School of Geography
- Geopolitics post-9/11: War, Security, Economy delivered by the School of Geography
- Urbanism in Sub-Saharan Africa delivered by the School of Geography (NEW)
- Title TBC delivered by the School of Geography (NEW)
- Governance of Migration, Displacement and Healthcare (NEW)

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Social determinants of health	ICM4010	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> Yes
Basic issues in politics and global health	ICM4011	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> Yes
Introduction to research, writing and analysis for global health	ICM4012	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> Yes
Introduction to epidemiology and statistics	ICM4013	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> No
Society, medicine and health	ICM4014	15	4	Compulsory	2	Semester 2	<input type="checkbox"/> Yes
Introduction to health economics	ICM4016	15	4	Compulsory	2	Semester 2	<input type="checkbox"/> No
Global Worlds	GEG4112	15	4	Compulsory	2	Semester 2	<input type="checkbox"/> No
International Politics of Global Health	ICM4015	15	4	Compulsory	2	Semester 2	<input type="checkbox"/> No

Academic Year of Study FT - Year 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Communicable diseases	ICM5000	15	5	Compulsory	2	Semester 1	<input type="checkbox"/> Yes
Non-communicable diseases	ICM5001	15	5	Compulsory	2	Semester 1	<input type="checkbox"/> No
Adv. Research, writing and analysis	ICM5002	15	5	Compulsory	2	Semester 1	<input type="checkbox"/> No
Maternal and child health and nutrition	ICM5003	15	5	Compulsory	2	Semester 2	<input type="checkbox"/> Yes
Medicines and pharmaceuticals	ICM5004	15	5	Compulsory	2	Semester 2	<input type="checkbox"/> Yes
Advanced epidemiology and statistics	ICM5005	15	5	Compulsory	2	Semester 2	<input type="checkbox"/> No
Health, Biomedicine and Society	GEG5134	15	5	Elective	2	Semester 1	<input type="checkbox"/> No
Economic Geographies	GEG5129	15	5	Elective	2	Semester 1	<input type="checkbox"/> No
Space and Society	GEG5127	15	5	Elective	2	Semester 1	<input type="checkbox"/> No
Place, Space and Health Geographies	GEG5130	15	5	Elective	2	Semester 2	<input type="checkbox"/> No
Cultural Geographies	GEG5126	15	5	Elective	2	Semester 2	<input type="checkbox"/> No
Spaces of Uneven Development	GEG5128	15	5	Elective	2	Semester 2	<input type="checkbox"/> No

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Health systems, policy and practice	ICM6104	15	3	Compulsory	3	Semester 2	<input type="checkbox"/> No
Contemporary issues in global health	ICM6100	15	3	Compulsory	3	Semester 2	<input type="checkbox"/> No
Climate change and global health policy	ICM6101	15	3	Compulsory	3	Semester 2	<input type="checkbox"/> No

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Placement in global health	ICM6103	15	3	Compulsory	3	Semester 2	No
Dissertation	ICM6102	30	3	Core	3	Semesters 1 & 2	No
Health systems theory and political economy	ICM6074	15	3	Elective	3	Semester 1	No
Gender, sexuality and health	ICM6072	15	6	Elective	3	Semester 2	No
Ecological Global Health	ICM6105	15	6	Elective	3	Semester 2	No
Globalisation and contemporary medical ethics	ICM6047	15	6	Elective	3	Semester 2	No
Global Health Governance and Law	ICM6073	15	6	Elective	3	Semester 2	No
Geographies of nature	GEG6128	15	6	Elective	3	Semester 2	No
Geography, technology and society	GEG6134	15	6	Elective	3	Semester 2	No
Geopolitics post-9/11: War, Security, Economy	GEG6130	15	6	Elective	3	Semester 2	No
Title TBC delivered by the School of Geography	NEW	15	6	Elective	3	Semester 2	No
Governance of Migration, Displacement and Healthcare	NEW	15	6	Elective	3	Semester 2	No
Urbanism in Sub-Saharan Africa delivered by the School of Geography	NEW	15	6	Elective	3	Semester 2	No

What are the entry requirements?

GCSE:

Grade B in Maths and English/Grade 5 in new system

New

AS/A-level:

Typical tariff or grades required: ABB or above (34 points for IB).

Additional information: Science, social science, or humanities related subjects at A level apart from General Studies and Critical Thinking.

International Baccalaureate:

Acceptability: Acceptable on its own and combined with other qualifications. Subjects and grades required: 34 points overall.

Mathematics HL at least six points is preferred.

European Baccalaureate

Acceptability: Acceptable on its own and combined with other qualifications.

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Subjects and grades required: 80 % overall

Vocational and other qualifications:

The College accepts a wide range of qualifications such as; Access and Foundation programmes, vocational awards, Irish Leaving Certificate, Scottish Highers and other Baccalaureates. Please visit our further information page below.

Further information on our entry requirements.

Admission is based on academic merit and on the proven ability of the applicant to achieve success on their chosen programme of study. Every application to Queen Mary is considered on its individual merits with personal statement and reference taken into consideration.

IELTS 7.0, with 6.5 in writing

TOEFLiBT 100

PTE Academic 68

How will the quality of the programme be managed and enhanced?

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.

See box below for how student feedback enhances programme quality.

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.

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What academic support is available?

The team running the programme has experience of running an intercalated degree and MSc, and the Centre for Primary Care and Public Health has extensive experience of intercalated and MBBS teaching. Experienced teachers and mentors of medical undergraduates will provide teaching, academic guidance, and student pastoral support. BSc students will each have their own academic advisor. The programme includes study skills in years one and two, and there will be ongoing academic advice on a personal and group level.

Programme-specific rules and facts

N/A

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

The programme includes a compulsory 'Placement in global health' module which will offer students the opportunity to build relationships with a range of organisations including public bodies, NGOs, and international and intergovernmental organisations.

Programme Specification Approval

Person completing Programme Specification:	Drs Megan Clinch and Andrew Harmer
Person responsible for management of programme:	Professor David McCoy
Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:	
Date Programme Specification approved by Taught Programmes Board:	Jan 2018