

Programme Title: MA Global Health Geographies



## Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	MA Global Health Geographies
Name of Interim Award(s)	
Duration of Study / Period of Registration	12 months full time/ 24 months part time
QM Programme Code / UCAS Code(s)	L7S1/L7S3
QAA Benchmark Group	Geography
FHEQ Level of Award	Level 7
Programme Accredited by	
Date Programme Specification Approved	
Responsible School / Institute	School of Geography

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

Blizard Institute

Institution(s) other than Queen Mary that will provide some teaching for the programme

N/A

### Programme Outline

We live today in a world of remarkable health challenges: from emerging infections and non-communicable diseases to weak health systems and uneven access to medicines. To comprehend these challenges students require a critical understanding of socio-spatial processes, operating across geographical scales and geopolitical borders and often grounded in specific places, which shape/are shaped by multiple interactions between human and non-human entities. Geography is well placed to provide this understanding and this programme is designed to combine advanced geographical analysis of pressing global health concerns with a unique focus on the places and spaces within which global health agendas are constituted. In addition to the multidisciplinary perspective that geography brings to the question of global health, this programme promotes interdisciplinary insights through modules delivered by experts in the Global Health Unit, at the QMUL Centre for Primary Care and Public Health.

### Aims of the Programme

The programme aims to:

1. Provide undergraduate students interested in the geographies of health, disease and biomedicine and other interrelated fields with a pathway to Masters level study

2. Critically engage with extant geographical research on global health topics and consider interdisciplinary perspectives on them
3. Engage with global health practitioners and policy makers to consider the importance of place and space to the making of global health agendas
4. Enable students to undertake independent and group fieldwork in an international context
5. Equip students with the substantive knowledge, research skills and connections related to global health needed to pursue a career in academic research or related public and private sector agencies

### What Will You Be Expected to Achieve?

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#### Academic Content:

A 1	Detailed understanding of key theoretical concepts and approaches in studying global health geographies
A 2	Detailed understanding of interdisciplinarity of global health research and ability to evaluate strengths and limitations of different perspectives
A 3	Situated knowledge of global health policy making in practice and by a range of different national and international stakeholders
A 4	Knowledge of a range of methods and techniques used in data collection and analysis and ability to critically evaluate different approaches
A 5	Opportunity to research skills through independent fieldwork as part of dissertation research and in field class module option

#### Disciplinary Skills - able to:

B 1	Synthesise current geographical literature on global health and evaluate its importance to the multidisciplinary field of global health
B 2	Design and develop a research project with original/innovative research questions that contribute to the extant research literature.
B 3	Deploy an appropriate set of methods in the execution of a research project, partially or wholly based on international fieldwork.
B 4	Communicate research findings effectively to the wider intellectual and policy community.

#### Attributes:

C 1	Ability to synthesize and critically evaluate a wide-range of interdisciplinary literatures on global health
C 2	Ability to critically engage with the contribution made by geographers to the field of global health
C 3	Develop an awareness of the situated qualities of global health policy making
C 4	Develop communication skills to engage a range of audiences; academic, policy and popular.

C5	Develop research project management skills and leadership.
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## How Will You Learn?

This interdisciplinary programme is taught by members of the Health, Biomedicine and Security research theme in the School of Geography and by academic staff in the Global Health Unit in the Centre for Primary Care and Public Health. Students will be taught in accordance with the School of Geography's Teaching and Learning strategy, which commits staff to developing, maintaining and supporting excellence in teaching and learning, to innovation in teaching practice and to fostering independent learning and critical thinking in our students, and to providing a supportive learning environment.

The majority of teaching and learning will take place through small group, participatory seminars with a member of academic staff who has research expertise in the module's subject area. Sessions will normally be based around the discussion of pre-circulated readings, where students will have the opportunity to shape the direction and content of debate. Seminars offer students an open, democratic, flexible and supportive learning environment. Seminars will be supplemented by a range of other teaching methods, including short lecture-style presentations, site visits during international fieldwork and student-led presentations. In accordance with the level, the programme will involve a substantial component of private study and reading.

Learning will be supported by:

- Coherently designed and effectively delivered modules
- Detailed module handbooks, providing learning outcomes and guided reading for each module, identifying the structure and pathway of each module and defining 'essential reading' and 'further reading'
- The provision of key materials in libraries or through electronic resources
- Individual feedback on written work
- Appropriate assessment exercises within each module
- Use of electronic teaching materials including Powerpoint, QMPlus and on-line reading lists
- Encouraging active participation by students in small group discussions
- Research methods training
- Appropriate use of AV teaching technologies

Students have access to a wide range of learning resources within and external to QMUL. These include: QMUL Libraries, the University of London Library at Senate House, the Wellcome Trust library and the first rate resources of other libraries with relevant collections (e.g. the British Library); a range of IT resources including networked PCs (with full Internet and email privileges), and electronic learning resources (e.g. electronic academic journals). In addition students have access to a dedicated masters student room in the School of Geography.

All students will be allocated a supervisor with whom they will meet on a regular, one-to-one basis throughout the programme. Supervisors will have expertise in the student's proposed area of dissertation research area. Each student will receive individual supervisions, lasting at least 30 minutes, in accordance with the School of Geography's guidance on dissertation supervision. While primarily supporting the student in her/his dissertation research, the supervisor will also provide more general academic help, guidance and feedback. A 'Supervision Record Sheet' will be completed after each meeting and the student and supervisor will jointly fill in a 'Progress Report' at the end of each semester, identifying key achievements as well as any problems that need resolving.

## How Will You Be Assessed?

Varied forms of assessment will be used including:

- 15 000 word dissertation
- dissertation proposal to be presented at a student conference day
- coursework essays (varying in length between 1500 and 4000 words). In the majority of cases students will be able to determine the exact focus of their essay in discussion with module convenors so as to develop their own module-related interests.
- presentations
- field reports

Formative feedback on drafts of assessed essays. There will be no examinations.

## How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

150 credits of this programme will be provided by modules delivered through the School of Geography:

GEG7107 Dissertation (15,000 words) 60 credits (Core)

GEG7120 Geographical Thought and Practice (30 credits) (Compulsory)

GEG7133 Critical Global Health Geographies (30 credits) (Compulsory)

GEG7134 Researching Global Health and Biomedicine (Geneva field course) (30 credits) (Compulsory)

30 credits of this programme will be delivered by elective modules provided through the Centre for Primary Care and Public Health's global health MSc programmes. Students will choose one elective in each semester:

15 credits from: Health Inequalities & the Social Determinants of Health or Health Systems Policy and Practice

15 credits from: Advanced Social Determinants of Health; Anthropology of Global Health; Ecological Global Health; Gender, Sexuality & Health; Global Health, Law and Governance

Part-time students on this programme will take 90 credits in the first year and a further 90 credits in the second year of their studies. Students will take GEG7107 and GEG7120 in their second year.

### Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation (15,000 words)	GEG7107	60	7	Core	1	Semesters 1-3
Geographical Thought and Practice	GEG7120	30	7	Compulsory	1	Semesters 1 & 2
Critical Global Health Geographies	GEG7133	30	7	Compulsory	1	Semester 1
Researching Global Health and Biomedicine (Geneva field course)	GEG7134	30	7	Compulsory	1	Semester 2
Health Inequalities and Social Determinants of Health	ICM7102	15	7	Elective	1	Semester 1
Health Systems Policy and Practice	ICM7179	15	7	Elective	1	Semester 1
Anthropology of Global Health	ICM7170	15	7	Elective	1	Semester 2
Advanced Social Determinants of Health	ICM7138	15	7	Elective	1	Semester 2
Ecological Global Health	ICM7171	15	7	Elective	1	Semester 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Gender, Sexuality and Health	ICM7175	15	7	Elective	1	Semester 2
Global Health, Law and Governance	ICM7174	15	7	Elective	1	Semester 2

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Critical Global Health Geographies	GEG7133	30	7	Compulsory	1	Semester 1
Health Inequalities and Social Determinants of Health	ICM7102	15	7	Elective	1	Semester 1
Health Systems Policy and Practice	ICM7179	15	7	Elective	1	Semester 1
Anthropology of Global Health	ICM7170	15	7	Elective	1	Semester 2
Advanced Social Determinants of Health	ICM7138	15	7	Elective	1	Semester 2
Ecological Global Health	ICM7171	15	7	Elective	1	Semester 2
Gender, Sexuality and Health	ICM7175	15	7	Elective	1	Semester 2
Global Health, Law and Governance	ICM7174	15	7	Elective	1	Semester 2
Researching Global Health and Biomedicine (Geneva field course)	GEG7134	30	7	Compulsory	1	Semester 2

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation (15,000 words)	GEG7107	60	7	Core	2	Semesters 1-3

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Geographical Thought and Practice	GEG7120	30	7	Compulsory	2	Semesters 1 & 2

### What Are the Entry Requirements?

Graduates from across the social sciences and humanities will be eligible to apply. The entrance requirements are as per QMUL specifications which are a UK 2.1 or higher (equivalent international degree attainment) and IELTS 7.0 or above. This programme will be offered full time (12 months) and part time (24 months).

### How Do We Listen and Act on Your Feedback?

Staff-Student Liaison Committees provide a formal means of communication and discussion between academic units and their students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff. 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 Directors 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/institute's 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.

A joint working agreement between the School of Geography and the Global Health Unit, Centre for Primary Care and Public Health further specifies the requirement of annual review and reflection by academic staff delivering this programme.

### Academic Support

Students receive academic support via regular meetings with their advisor and via the programme director, module lecturers and attendance at research-related events in the School of Geography and the Centre for Primary Care and Public Health.

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

## Links With Employers, Placement Opportunities and Transferable Skills

With reference to the QMUL Teaching and Learning strategy, this programme aims to develop both knowledge and practical attributes for students whilst continuing to push high academic standards. The programme embeds employability and professional skills in a number of ways: 1) written assessments will be varied in length and format and allow students to present their understanding in ways intended to appeal to those seeking careers in policy/research/consultancy. The presentation element in the fieldwork module will help develop public speaking and communication to different audiences; 2) The extended piece of fieldwork is designed to facilitate students in building professional networks and insight into global health policy making from different organizational perspectives; 3) The substantive and interdisciplinary course knowledge is appropriate for students pursuing academic or policy related careers in global health policy and research.

### Graduate skills and qualities

In terms of transferable knowledge and skills, an MA Global Health Geographies postgraduate will:

1. have an advanced understanding of global health issues from a range of disciplinary perspectives and with insights into policy-making in practice.
2. be able to critically synthesize and develop new productive conversations across a range of academic literatures from different disciplines.
3. be a confident communicator and have developed communication skills to relevant to engaging a range of audiences - academic, policy and popular.
4. have a range of advanced level research skills including: project design, project planning, project management, and analytical and interpretive skills.
5. be a confident independent learner, thinker and worker.
6. be able to work in a group situation, showing empathy and sensitivity for the views of others, but with the ability to interact confidently and persuasively.

## Programme Specification Approval

Person completing Programme Specification

Dr Tim Brown

Programme Title: MA Global Health Geographies

**Person responsible for management of programme**

Dr Tim Brown

**Date Programme Specification produced/amended  
by School Learning and Teaching Committee**

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