

## 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:	Public Mental Health MSc
Name of interim award(s):	PGDip
Duration of study / period of registration:	1 year full time; 2 year part time
Queen Mary programme code(s):	QMIPHS1 - PSPMH - A3CD(FT) / A3CE (PT)
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:

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

### Programme outline

This MSc will provide students with the opportunity learn about the current trends in global mental illness and their underlying drivers, as well as examine current responses to the burden of mental illness by global, national and local actors. Importantly, this teaching on mental illnesses will be nested within a broader and generic public health curriculum that covers: basic epidemiology and statistics; an understanding of health systems policy, including health financing and human resource policy; an introduction to the social determinants of health; medical anthropology; cultural psychiatry; and an understanding of research, evidence and epistemology. Such core subjects are relevant and important to public mental health.

### Aims of the programme

The MSc Public Mental Health aims to prepare students for managerial, research and policy work in mental health with an international focus. Students will gain:

- An understanding of the field of global healthcare provision and the evaluation of evidence and policy in healthcare

improvement.

- Advanced knowledge of the field of mental healthcare with a specific focus on psychosocial approaches and interventions
- Essential learning on cultural differences in the clinical manifestation of mental disorders, different prevalence rates of mental disorders across communities, and culture specific mental disorders
- Familiarisation with the evidence-based therapeutic approaches that can be used in a multicultural environment.

### What will you be expected to achieve?

Students who successfully complete the programme will be able to work in public mental health and public policy with a global perspective and be equipped to work effectively with clients from diverse cultural backgrounds in multi-disciplinary teams engaged in mental 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 public mental health questions
B 2	Evaluate and critique current public mental health policy and propose alternative approaches
B 3	Synthesise arguments and information from different disciplines so as to solve problems and propose new approaches in public health and international health settings
B 4	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?

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 seminars and independent study, making use of the online learning platform QMplus. Most modules will follow a format of structured preparatory work (reading and reflection exercises), a weekly one-hour interactive lecture, and a two-hour small group seminars.

## 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 10,000 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.

Full time

Semester 1

Students would take the four 15 credit compulsory modules, providing them with a foundation of generic and relevant skills and competencies, covering:

- Epidemiology and Statistics IPH7000
- Health Systems, Policy and Practice IPH7001
- Applied Research Methods 1: Theory WOFM983
- Health Inequalities and Social Determinants of Health IPH7017

These modules will be taken alongside students from other Global Health programmes within the Institute.

Semester 2

Students will take three compulsory modules, one 30 credit and 2 x 15 credits, designed to enable students to develop an understanding of the impact of socio-cultural factors on mental health, mental illness and mental health care, and learn about mental health research and practice in various settings worldwide and in multicultural societies.

- Cultural Psychology & Psychiatry: Theory and method (15 credits) WOFM985
- Cultural Psychology & Psychiatry: Clinical Applications (30 credits) WOFM986
- Pilot Study (15 credits) WOFM989

Semester 3-

Students would complete a 60 credit dissertation on a topic of their choice in the field of mental health care, mental health policy or public mental health. Both institutes take joint responsibility for the dissertation module allocation, supervision and teaching.

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Part time  
 Year 1  
 Semester 1  
 Students would take the any TWO of the four 15 credit compulsory modules, providing them with a foundation of generic and relevant skills and competencies, covering:

- Epidemiology and Statistics IPH7000
- Health Systems Theory, Policy and Practice IPH7001
- Applied Research Methods 1: Theory WOFM983
- Health inequalities and Social Determinants of Health IPH7017

These modules will be taken alongside students from other Global Health programmes with in the Institute.

Year 1  
 Semester 2 - Students will take two compulsory modules, one 30 credit and 1 x 15 credits, designed to enable students to develop an understanding of the impact of socio-cultural factors on mental health, mental illness and mental health care, and learn about mental health research and practice in various settings worldwide and in multicultural societies.

- Cultural Psychology & Psychiatry: Theory and method (15 credits) WOFM985
- Cultural Psychology & Psychiatry: Clinical Applications (30 credits) WOFM986

Year2,  
 Semester 1  
 Students select the remaining TWO compulsory modules.

Year 2  
 Semester 2- Pilot Study (15 credits) WOFM989

Semester 3 - Students would complete a 60 credit dissertation on a topic of their choice in the field of mental health care, mental health policy or public mental health. Both institutes take joint responsibility for the dissertation module allocation, supervision and teaching.

Modules are delivered in a specific order to build knowledge culminating in the final independent piece of research.

Those undertaking the programme on a part-time basis, will take 75 taught credits in their first year and 45 taught credits plus the 60 credit dissertation in their second year. Students are expected to undertake some preparatory work on their dissertation in their first year of study and in semester one of their second year. In addition coursework is evenly balanced over the two years of study.

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
Health Systems, Policy and Practice	IPH7001	15	7	Compulsory	1	Semester 1
Applied Research Methods 1: Theory	WOFM983	15	7	Compulsory	1	Semester 1

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Health Inequalities and Social Determinants of Health	IPH7017	15	7	Compulsory	1	Semester 1
Cultural Psychology and Psychiatry: Theory and Method	WOFM985	15	7	Compulsory	1	Semester 2
Cultural Psychology and Psychiatry: Clinical Application	WOFM986	30	7	Compulsory	1	Semester 2
Pilot Study	WOFM989	15	7	Compulsory	1	Semester 2
Public Mental Health Dissertation	IPH7024	60	7	Core	1	Semester 3

Academic Year of Study PT - 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
Health Systems, Policy and Practice	IPH7001	15	7	Compulsory	1	Semester 1
Applied Research Methods 1: Theory	WOFM983	15	7	Compulsory	1	Semester 1
Health Inequalities and Social Determinants of Health	IPH7017	15	7	Compulsory	1	Semester 1
Cultural Psychology and Psychiatry: Theory and Method	WOFM985	15	7	Compulsory	1	Semester 2
Cultural Psychology and Psychiatry: Clinical Application	WOFM986	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
Epidemiology and Statistics	IPH7000	15	7	Compulsory	2	Semester 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Health Systems, Policy and Practice	IPH7001	15	7	Compulsory	2	Semester 1
Applied Research Methods 1: Theory	WOFM983	15	7	Compulsory	2	Semester 1
Health Inequalities and Social Determinants of Health	IPH7017	15	7	Compulsory	2	Semester 1
Pilot Study	WOFM989	15	7	Compulsory	2	Semester 2
Public Mental Health Dissertation	IPH7024	60		Core	2	Semester 3

### What are the entry requirements?

A 2.1 honours degree or GPA 3.2/4.0 or GPA 3.4/5.0 or equivalent in a relevant subject, such as medicine, the health sciences, nursing or the social sciences. We also welcome applications from those who have studied a less directly related subject at undergraduate level, but who can demonstrate interest, experience and motivation in this area.  
IELTS 7.0 or PTE academic 68, with IELTS 6.5 or PTE 62 in writing.

### 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 NSS and module evaluations.

### What academic support is available?

The teams running the programme have a great deal of experience of postgraduate teaching. All students will speak to their academic adviser at the start of the programme and will be expected to meet regularly. Progress through the programme, for instance 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?

The programme has adopted the following practices in order to insure we are inclusive to all students:

- Using lecture capture
- Adding CC to lectures
- Flipping' lectures involving the use of timetabled sessions for interactive work with students with more traditional content posted online via the institution's virtual learning environment (QM Plus)
- Using virtual learning environments to post podcasts / audio content for students to relisten to
- Annual reviews, of reading lists to ensure that books and other materials are still relevant and, wherever possible, available electronically
- Making key learning outcomes explicit to students in the course handbooks
- Revisiting existing assessment methods to confirm that they are assessing for the key learning outcomes

In addition, 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

## Programme Specification Approval

Person completing Programme Specification:

Dr Mark Freestone/Dr Jonathan Filippon/Andrea Palinski

Programme Title: Public Mental Health MSc

**Person responsible for management of programme:**

Dr Mark Freestone/Dr Jonathan Filippou/Andrea Palinski

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

19 Jan 2023

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