

Merger with City, University of London

City, University of London and St George's, University of London have signed an agreement to merge. Subject to the necessary regulatory approvals, the merged institution will be called City St George's, University of London and will begin operating from 1 August 2024.

For students joining in 2024, there will be no change to the delivery, content and structure of the course. St George's will be going through the process to enable it to offer students the choice to still graduate with a St George's Hospital Medical School degree certificate or choose to graduate with a degree certificate from City St George's.

Further information, including frequently asked questions and contact details to submit further questions, are available on our website: <https://www.sgul.ac.uk/study/prospective-students/merger>

Programme Specification

A NATURE OF THE AWARD		
1	Programme Title	Global Health Optional streamed awards include: Global Health, Infectious Disease and Immunity Global Health, Ethics and Law Global Health and Mental Health Global Health and Humanities Global Health and Conflict
2	Final award	MSc
3	Intermediate awards	PGDip in Global Health – only available as an exit award PGCert in Global Health – only available as an exit award
4	Awarding institution/body	St George's Hospital Medical School, a constituent college of the University of London
5	Teaching institution	St George's, University of London
6	Programme accredited by	N/A
7	UCAS/JACS code	L800
8	QAA benchmark statements	N/A
9	Date specification produced	February 2017 (updated March 2023)

B FEATURES OF THE PROGRAMME		
1	Mode of study	Full-time; Part-time

2	Usual length of programme	1 year full-time; 2 year part-time
3	Other features of the programme	One entry per year – September (Full-time and Part-time students)

C	EDUCATIONAL AIMS OF THE PROGRAMME
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To develop graduates with both the knowledge and the skills to engage in the broad and varied challenges presented in the field of global health. We aim to use a broad curriculum to allow students to study areas of the field they may not have been exposed to in their undergraduate studies or working lives. These aims are designed to give students a thorough education so they can go on and work in global health and engage with these global challenges.

Due to the broad range of disciplines and areas covered by the course modules available the overview learning outcomes are necessarily broad. Please see individual module learning outcomes for a full picture of the breadth of available content.

D	LEARNING OUTCOMES OF THE PROGRAMME
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	<i>Advanced knowledge and understanding of:</i>	<i>Related teaching and learning methods and strategies</i>
1	The key global health challenges faced by humanity in the 21 st century	Lectures Practical classes Seminars Small-group teaching Research project <i>Assessment</i> In-course assessments: Essays, reports, presentations Examinations: MCQ/SBA, SAQ and essay
2	Current and emerging threats to global health	
3	Inequalities and inequities in global health and why they occur	
4	The role of international, regional and national actors in global health and their influence and impact on the global health agenda	
5	Current legislative, policy and ethical framework within global health	
6	Challenges in collection and interpretation of global health data	

	<i>Cognitive skills: the ability to</i>	<i>Related teaching and learning methods and strategies</i>
1	Critically evaluate scientific and clinical research	Lectures Small group teaching <i>Assessment</i> In-course assessment, written examination and research project
2	Interpret global health data and information for use in intervention monitoring and analysis	
3	Promote innovative solutions to problems, by forming research questions and appropriate strategies	

4	Plan and execute a research project	
5	Analyse and interpret data	

	Practical skills: the ability to	<i>Related teaching and learning methods and strategies</i>
1	Select software for library searches and information retrieval	Lectures Small group teaching
2	Give oral presentations of scientific experiments/case reports or overviews of a detailed scientific topic	
3	Interact with e-learning tools	<i>Assessment</i> In-course assessment, written examination and research project
4	Write clearly and concisely – e.g. scientific reports, reviews of scientific literature and examination essays	
5	Interpret data as a basis for scientific and clinical research	
6	Plan and carry out an individual research project, understand the legal and ethical frameworks, evaluate research outcomes, and relate them to the existing knowledge base	
7	Communicate global health information to patients and colleagues	
8	Select data sources and computational tools for analysing global health data	

	Transferable skills: the ability to	<i>Related teaching and learning methods and strategies</i>
1	Structure and communicate ideas both orally and in writing	Small-group teaching Student presentations
2	Assess evidence critically	
3	Find and use information technology	<i>Assessment</i> In-course assessment, written examination and research project
4	Set independent learning objectives beyond those established in the teaching room	

E	Programme structure and features
<p>The MSc will be offered as a qualification in Global Health or as one of the following themed variants, depending on completion of the required optional modules and a relevant research project:</p> <p>MSc in Global Health MSc in Global Health, Infectious Disease and Immunity MSc in Global Health and Mental Health MSc in Global Health, Ethics and Law</p>	

MSc in Global Health and Humanities
MSc in Global Health and Conflict

Compulsory modules:

- Global Governance for Health (15 credits)

Option modules (15 credits):

- Global Health Diseases (30 credits) [Optional for all stream]
- Global Health Ethics and Law (30 credits) [Core for Ethics and Law stream only]*
- Conflict and Catastrophe Medicine (30 credits) [Core for Conflict stream only]
- Immunity and Infection (30 credits) [Core for Infectious Disease and Immunity stream only]
- Antimicrobial Resistance (30 credits) [Optional for all streams]
- Global Health and Comparative Health Systems (15 credits) [Optional for all streams]
- Culture and Mental Health (15 credits) [Core for Mental Health stream only]
- Humanitarian Action and Ethics (15 credits) [Core for Ethics and Law stream only]*
- Global Health Humanities [Core for Humanities stream only]
- Research Methods (15 credits) [Optional for all streams]
- Migration and Health (15 credits) [Optional for all streams]
- Global Public Health Challenges (30 credits) [Optional for all streams]
- Global Environmental Health and Climate Change (30 credits) [Optional for all streams]

- Global Health Research Projects (60 credits) [Core for all streams for MSc]

*Only one of these modules must be completed for the Ethics and Law stream

MSc

Students will complete relevant compulsory modules, a selection of optional modules, and a 60 credit Research Project. Full-time MSc will normally be completed over 1 year, part-time over 2 years.

PGDip

Students are required to complete the compulsory 15 credit module, plus 105 credits made up from the remaining available taught modules. This qualification is only available as an exit award

PGCert

Students are required to complete the compulsory 15 credit module plus 45 credits made up from the remaining available taught modules. This qualification is only available as an exit award

Recognition of Prior Learning (RPL)

Transfer of relevant level 7 credits will be not be permitted for the programme.

F | General teaching and learning strategies

Students are expected to be of graduate standard when entering the programme and to utilise their undergraduate expertise and experience. A wide range of teaching and learning strategies are used in the delivery of the MSc Global Health course. The course is designed to encourage students to progress towards greater self-direction; students are encouraged to develop insight into their own learning styles and become responsible for their own learning and professional development. The combination of strategies enables students to develop an investigative, independent and individualised approach to learning and to undertake an extended research project at Level 7.

On-site learning sessions will be the primary method of teaching delivery to allow students to benefit from direct contact with lecturers and other learners and their multitude of backgrounds and experiences. Some of the course will be taught alongside undergraduate modules of the same name and therefore will be taught in the standard semester timetables. Face-to-face sessions will be provided as lectures, tutor-led seminars, postgraduate masterclasses and workshops.

G | Assessment

Assessments are designed to be aligned to specific module learning outcomes and the overall course aims. They include a range of different assessment types reflecting student preference and allowing strengths in different assessment methods to come to the fore, so as not to advantage or disadvantage particular students.

Formative feedback from module leads and lecturers will be provided to assess and advise students on their progress, and help students to reflect on their learning and prepare for summative assessment.

Summative assessment methods will include:

- Formal written exams can contain Single Best Answer Questions (SBAs), Short Answer Questions (SAQs) and essays.
- Essays: to develop argument or elaborate on research information to provide a review of a topic. Essays may be time-limited under examination conditions
- Reports and presentations: to analyse and evaluate information and appropriately present and explain conclusions to others.
- Data analysis: to use the correct analytical approaches to handle and interpret data and present the results in a report
- Research project: design and implement a research project under supervision, including the obtaining, analysis and discussion of data, adhering to appropriate ethical principles and approvals.

H | Support for students and their learning

Course Director, Deputy Course Director and the course team: For any students experiencing personal or academic difficulties, additional academic and pastoral support will be offered by an allocated personal tutor, who can direct students to further support services available within SGUL if required. The Course Director manages requests for extensions, mitigating circumstances considerations, and interruption of studies. Academic support will be provided by module leaders, and (for students registered for the MSc) the research supervisor, and all the course team members are able to direct students to sources of further academic help and pastoral support.

Student peer support: Peer-to-peer student learning is encouraged within the structure of the course. Group work and other class and online activities will provide opportunities for students to share knowledge and experiences, and provide a platform to offer each other support and advice.

SGUL Support Services: A comprehensive range of support is provided to all SGUL students, including the confidential and independent Student Counselling Service, the multi-faith Chaplaincy, advice on financial issues through the Registry, the Occupational Health service, the Careers Advisor, the Disabilities Advisor, the International Students Advisor, and the Students' Union. Two members of academic staff are employed specifically to provide study

skills support and English language support, respectively. Students also have on and off-site access to library services and IT facilities, with access to a dedicated postgraduate librarian for the course who can facilitate additional one-to-one or group study support sessions if required.

The *Student Handbook*, in the form of information provided on Canvas pages, will be available to students and staff at the start of the course and contains information on the full range of student support offered.

SGUL Graduate School: The SGUL Graduate School provides students with a space to meet and the opportunity to mix with postgraduate students from other courses, and to broaden their social and academic support network.

Resources

In addition to its staff resources, SGUL has a wealth of teaching and research laboratories, an extensive computer network, a large library and well equipped computer classroom, specialized workshops and efficient academic service facilities. Students have access to a substantial collection of web-based learning resources. This incorporates web links to specific useful sites, as well as key learning topic materials developed by SGUL staff to support student learning.

The library holds a specialist medicine and health sciences collection of over 40,000 books, and audio-visual items, subscribes to over 10,000 print and electronic journals, and provides more than 250 reader seats (divided into quiet study, silent study and group study areas).

The area has WiFi throughout as well as some desks with fixed data points (ethernet cables to connect laptop directly to the network rather than using WiFi). Power sockets are available at over 100 desks and a number of laptops are available for use.

Upon enrolment, students take part in an induction programme to help their orientation. This includes introductions to the programme, health and safety on campus, library and computing resources.

I Criteria for admissions

Standard programme entry requirements:

Applicants should normally have, or be expected to achieve a minimum second-class honours degree (2:2) from a UK or Republic of Ireland University.

All applicants will be asked to outline their reasons for applying for the course in a brief personal statement on the application form. Applicants should provide two references, both dated within the last year, one of which should be a recent academic reference and the other a second academic reference or a professional/employer reference. Applicants unable to provide an academic referee will be requested to supply a second professional/employer referee.

International applicants:

Equivalent international qualifications will also be accepted, and the equivalence of these qualifications will be checked using the UK NARIC website. International applicants must satisfy the requirements of the UK Visas and Immigration department in relation to St George's responsibilities as a Tier 4 sponsor.

Non-standard programme entry:

Alternative professional qualifications may be considered and applicants holding these qualifications are encouraged to apply. Non-standard candidates may be required to submit supplementary details (e.g. transcripts).

Proficiency in English language:

Evidence of English language testing will be required from all applicants for whom English is not their first language and who have not previously undertaken studies in English. The required minimum level of proficiency for postgraduate study at SGUL is an IELTS overall score of 7, with no less than 6.5 in each of the sub-test components, or equivalent in another recognised test. Evidence of proficiency must be dated within the last two years, and applicants who have taken the test more than twice in one year will not be considered.

J Career opportunities

The MSc in Global health and its themed variants cover a broad range of areas within this growing and important field. It will provide a grounding in knowledge, skills and attitudes for work in global health settings across the globe, within a variety of NGO's or international organisations. For clinical students it will serve as an opportunity to increase their skills and their ability to work in broader global environments. The educational training will also provide for students wanting to pursue further higher studies, for example a related PhD.

K Methods for evaluating and improving the quality and standards of teaching and learning

A range of methods are employed:

- The Course Committee meetings have standing agenda items on course progress where student representatives can raise any issues.
- Reports of Student Evaluation Questionnaires are reviewed by the Course Committee.
- External Examiners' reports are reviewed by the Course Committee and Board of Examiners. Points requiring action are sent to the relevant members of academic or administrative or the Course Committee.
- Taught Postgraduate Courses Committee (TPCC) is responsible for quality monitoring of all postgraduate programmes. The Committee receives the minutes of Course Committee meetings, and the Annual Programme Monitoring Report. There is robust debate at TPCC meetings, attended by course directors of all postgraduate courses, where good practice is shared and areas for improvement are reviewed.

Other methods

- Staff appraisal against St George's criteria
- Teaching skills courses for staff
- Review of research activities of teaching staff

L Regulation of assessment

The course complies with the General Regulations for Students and Programmes of Study as devised by St George's.

Examinations are regulated through:

- Scheme of Assessment, which is reviewed and revised as necessary every year
- The Board of Examiners, which meets at least twice annually, and identifies strengths and weakness of assessments
- External Examiner who reviews specific assignment and examination questions, a sample of student coursework and exam scripts, and all dissertations. The External Examiner provides an annual report on practices and processes, which is considered at course committee.

M Indicators of quality and standards

Internal review

- Monitoring and responding to student feedback
- Monitoring of course content
- Regular analysis of student performance in assessments
- Annual analysis of student progression and final degree outcomes
- Periodic review every 5 years
- External examiner reports
- Annual Programme Monitoring Report
- HEE reporting

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, course content, and the teaching, learning and assessment methods of each module can be found in the course handbooks and individual module guides.

Key sources of information are:

Course documents

Course Moodle pages

Student Handbook

The St George's prospectus

The St George's internet site (www.sgul.ac.uk)

General Regulations for students and programmes of study

QAA subject review reports