

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:	MA Development and Global Health
Name of interim award(s):	
Duration of study / period of registration:	12 months full-time/24 months part-time
Queen Mary programme code(s):	L7S2/L7S4
QAA Benchmark Group:	Geography
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of Geography

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

Blizard Institute

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

Programme outline

Our world is increasingly confronted by a series of interconnected health and development challenges: from emerging infections and non-communicable diseases to weak health systems and uneven access to medicines. It is abundantly clear that meeting these grand challenges requires a critical understanding of the complex interplay between health, development and social and spatial inequalities in wealth and power. This programme brings together a cross-disciplinary selection of modules on the hybrid geographies of development and global health to provide students with a new theoretical and empirical take on questions of health, development and security. There are also opportunities for interdisciplinary learning on this programme through elective modules delivered by experts in the Global Health Unit at the Centre for Primary Care and Public Health. The programme combines seminar-based teaching with intensive research training that is designed to prepare students for dissertation research. Students will have the opportunity to develop their research skills and experience through an independent research project and fieldwork as part of the dissertation. This will be supported by advanced qualitative and quantitative research training, in addition to one-to-one supervision from experienced researchers in the fields of development and global health. Additionally, students will have the opportunity to participate in an optional field class to either Mumbai, Malaysia or Geneva to interact with key stakeholders and institutions at the intersections of development and global health policy and to engage in group-based research projects.

Aims of the programme

The programme aims to:

- Critically engage with extant geographical research in the fields of development and global health and consider interdisciplinary perspectives on these fields
- Explore hybrid geographical approaches to the fields of development and global health that consider both fields to be interconnected domains shaped by complex webs of economic, social and political interests
- Appraise different policy and practical solutions to the safeguarding and improvement of health, development and well-being
- Engage students with development and global health practitioners to consider how global grand policy challenges are developed, practiced and negotiated
- Enable students to undertake independent and group fieldwork in the Global North and Global South
- Equip students with the substantive knowledge, transferable research skills and professional connections needed to pursue a career in academic research or policy leadership in the fields of development and global health

What will you be expected to achieve?

The programme provides opportunities for students to achieve and demonstrate the following learning outcomes. These use the QAA Benchmark Statement in Geography as a framework interpreted in ways which reflect the distinctive nature of our research and teaching in geography.

Academic Content:	
A 1	Detailed understanding of key theoretical concepts and approaches in studying hybrid geographies of development and global health
A 2	Detailed understanding of geographical approaches to development and global health research, and ability to evaluate strengths and limitations of these perspectives within an interdisciplinary field
A 3	Situated knowledge of development and global health policies and practices advocated by a different community, government and international stakeholders
A 4	Knowledge and experience of a range of qualitative and quantitative methods, and ability to evaluate different approaches to data collection and analysis
A 5	Opportunity to conduct research through independent fieldwork as part of dissertation research and through elective field classes

Disciplinary Skills - able to:	
B 1	Synthesise current multidisciplinary literatures on development and global health and evaluate their importance to hybrid geographical approaches
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 academic and policy community

Attributes:	
C 1	Ability to synthesise and critically evaluate a wide-range of interdisciplinary literatures on development and global health
C 2	Ability to critically engage with the contribution made by geographers to the fields of development and global health
C 3	Develop an awareness of the situated qualities of development and global health policy making
C 4	Develop communication skills to engage a range of audiences (academic, policy and popular)
C 5	Develop research project management skills and leadership

How will you learn?

This programme is delivered by members of academic staff in the School of Geography - with elective modules available in the Blizard Institute - and will be taught in accordance with the School of Geography's Teaching and Learning Strategy. The School is committed to developing, maintaining and supporting excellence in teaching and learning, to innovation in teaching practice, and to fostering independent critical thinking in our students, whilst providing appropriate levels of support to students in their learning.

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 precirculated readings, where students will have the opportunity to shape the direction and content of debate. Indeed, seminars will offer students an open, democratic, flexible and supportive learning environment. Seminars will be supplemented by a range of other teaching methods including field visits and student-led conference presentations. 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' and 'further' readings
- The provision of key reference 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
- Residential field classes
- 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 QMUL and within London. 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 and e-books). In addition students have access to a dedicated masters student room within 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. 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 dissertation research, the supervisor will also provide more general academic support, 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:

- 12,000 word dissertation
- Dissertation proposal to be presented at a student conference day
- Coursework essays (varying in length between 1500 and 3500 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 will be made available in certain modules on coursework plans or sections of draft material prior to submission of assessed coursework.

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.

Core:

GEG7139 Dissertation (12,000 words) (60 credits)

Compulsory:

GEG7120 Geographical Thought and Practice (30 credits)

GEG7137 Retheorizing Global Development (30 credits)

GEG7143 Global Health Geographies (15 credits)

Elective (students to take 45 credits total):

GEG7128 Researching Development in Practice: Mumbai Unbound (30 credits)[runs on alternate years to GEG7136]

GEG7150 Researching Global Health: Geneva Fieldclass (30 credits)

GEG7136 Researching Economic Futures in Practice: Malaysia Emerging (30 credits) [runs on alternate years to GEG7128]

GEG7129 Migration and Mobilities (15 credits)

GEG7131 Global Working Lives (15 credits)

One from: IPH7001 Health Inequalities & the Social Determinants of Health OR IPH7017 Health Systems Policy & Practice (15 credits)

One from: IPH7008 Anthropology and Global Health OR IPH7012 Global Health, Governance and Law OR IPH7013 Gender, Sexuality and Health OR IPH7022 Planetary Health and International Health Policy (15 credits)

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, however this may vary subject to approval from programme convenor. Typically, students will take GEG7139 and GEG7120 in their second year.

Students are permitted to select up to 30 credits of elective modules from outside the programme structure, subject to approval from the programme convenor.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation (12,000 words)	GEG7139	60	7	Core	1	Semesters 1-3

Programme Title: MA Development and Global Health

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Geographical Thought and Practice	GEG7120	30	7	Compulsory	1	Semesters 1 & 2
Global Health Geographies	GEG7143	15	7	Compulsory	1	Semester 1
Rethorizing Global Development	GEG7137	30	7	Compulsory	1	Semester 1
Researching Global Health: Geneva Fieldclass	GEG7150	30	7	Elective	1	Semester 2
Researching Development in Practice: Mumbai Unbound	GEG7128	30	7	Elective	1	Semester 1
Researching Economic Futures in Practice: Malaysia Emerging	GEG7136	30	7	Elective	1	Semester 2
Migration and Mobilities	GEG7129	15	7	Elective	1	Semester 2
Global Working Lives	GEG7131	15	7	Elective	1	Semester 1
Health Inequalities & the Social Determinants of Health	IPH7001	15	7	Elective	1	Semester 1
Health Systems Policy & Practice	IPH7017	15	7	Elective	1	Semester 1
Anthropology and Global Health	IPH7008	15	7	Elective	1	Semester 2
Global Health, Governance and Law	IPH7012	15	7	Elective	1	Semester 2
Gender, Sexuality and Health	IPH7013	15	7	Elective	1	Semester 2
Planetary Health and International Health Policy	IPH7022	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
Global Health Geographies	GEG7143	15	7	Compulsory	1	Semester 1

Programme Title: MA Development and Global Health

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Rethorizing Global Development	GEG7137	30	7	Compulsory	1	Semester 1
Researching Global Health: Geneva Fieldclass	GEG7150	30	7	Elective	1	Semester 2
Researching Development in Practice: Mumbai Unbound	GEG7128	30	7	Elective	1	Semester 1
Researching Economic Futures in Practice: Malaysia Emerging	GEG7136	30	7	Elective	1	Semester 2
Migration and Mobilities	GEG7129	15	7	Elective	1	Semester 2
Global Working Lives	GEG7131	15	7	Elective	1	Semester 1
Health Inequalities & the Social Determinants of Health	IPH7001	15	7	Elective	1	Semester 1
Health Systems Policy & Practice	IPH7017	15	7	Elective	1	Semester 1
Anthropology and Global Health	IPH7008	15	7	Elective	1	Semester 2
Global Health, Governance and Law	IPH7012	15	7	Elective	1	Semester 2
Gender, Sexuality and Health	IPH7013	15	7	Elective	1	Semester 2
Planetary Health and International Health Policy	IPH7022	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
Dissertation (12,000 words)	GEG7139	60	7	Core	2	Semesters 1-3
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 bachelors degree or higher (or equivalent international degree attainment) and IELTS 7.0 or above. This programme will be offered full-time (12 months) and part-time (24 months). Evening scheduling (5pm-7pm) and

condensed intensive teaching delivery will be offered where feasible so as to widen access and facilitate PG study alongside paid work.

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 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 together with appropriate representation from staff. It is designed to respond to the needs of students, as well as act as a forum for discussion programme and module developments. The Staff-Student Liaison Committee meets regularly throughout the year.

The School of Geography also operates a Teaching and Learning Committee, 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 QMUL policies and reviewing all proposals for module and programme approval and amendment before submission to the Taught Programmes Board. Student views and feedback are incorporated into the committee's work in a number of ways, such as through student membership or consideration of student surveys.

The School operates an Annual Programme Review (APR) of 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'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, PTES and module evaluations.

What academic support is available?

Students receive academic support via regular meetings with their advisor and via the programme director, module lecturers and attendance at research-related events at the School of Geography.

Programme-specific rules and facts

n/a

How inclusive is the programme for all students, including those with disabilities?

QMUL has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning differences and mental health issues. The DDS supports all QMUL 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 difference
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Examination access arrangements
- 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 Autism.

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 skill development in three key ways: 1) the nature and choice of the assessments (most notably the independent dissertation research) enables students to tailor their outputs in a manner that is appropriate to future career direction and progression; 2) the extended piece of fieldwork is designed to facilitate and support students' building of professional networks in the fields of development and global health; 3) the substantive course knowledge is appropriate for students pursuing academic or policy related careers in development and global health. It is envisaged that the research training offered by the programme would provide a suitable basis for undertaking PhD research and, therefore, acts as a stepping stone to an academic career.

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

- have an advanced understanding of hybrid geographical perspectives concerning development and global health in both theory and practice
- be able to critically engage with debates concerning migration, health systems, citizenship, inequality, liberalisation and humanitarianism with respect to development and global health
- be able to critically synthesise and develop new productive conversations across a range of academic literatures from different disciplines and sub-disciplines
- be a confident oral and written academic communicator and develop communication skills to engage a range of audiences (academic, policy and popular)
- have a range of advanced research skills including: project design, project planning, project management, and analytical and interpretive skills
- be a confident independent learner, thinker and worker
- be able to work in a group situation, showing empathy and sensitivity in the views of others, but with the ability to act confidently and persuasively

Programme Specification Approval

Person completing Programme Specification:

Dr Stephen Taylor

Person responsible for management of programme:

Dr Stephen Taylor

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

3 Dec 2021

Date Programme Specification approved by Taught Programmes Board: