

UNIVERSITY OF PLYMOUTH

Faculty of Health

Peninsula Medical School

Programme Specification

**MSc Global Health (Leadership) / MSc Global Health
(Remote and Rural) (full-time) (6501)**

**MSc Global Health (Leadership) / MSc Global Health
(Remote and Rural) (part-time) (6502)**

2020/21

MSc Global and Remote Healthcare

Final award title	On completion of 180 credits: MSc Global Health (Leadership) or MSc Global Health (Remote & Rural)
Intermediate award title(s)	On completion of 120 credits: Postgraduate Diploma Global Health (Leadership) Postgraduate Diploma Global Health (Remote & Rural)
Intermediate award title(s)	On completion of 60 credits: Postgraduate Certificate in Global Health (Leadership) Postgraduate Certificate in Global Health (Remote & Rural) Postgraduate Certificate Remote & Rural Healthcare
UCAS code	N/A
JACS code	A900
1. Awarding Institution:	University of Plymouth
Teaching institution(s):	University of Plymouth Faculty of Medicine and Dentistry
2. Accrediting body(ies)	
Summary of specific conditions/regulations	N/A

Date of re-accreditation N/A

3. Distinctive Features of the Programme and the Student Experience

- Blended learning delivery, field trips and opportunity to demonstrate learning within a global or remote/ rural practice setting.
- Choice of routes to allow for student choice over combining global health studies with leadership or remote and rural subjects.
- All students will become members of the Global Health Collaborative at the University of Plymouth, benefiting from collaborative educational partnership between local NHS services, higher education with staff drawn from the University, clinical services within partner organisations and experts spanning the local and international.
- Links to the British Antarctic Survey Medical Unit (BASMU) based at University Hospitals Plymouth NHS Trust and the Diving Diseases Research Centre (DDRC) adjacent to the headquarters of the Faculty of Medicine and Dentistry.
- Links with the Masters in Healthcare management, leadership & innovation for cross programme learning from a broader sphere of faculty specialists.
- An opportunity for intercalating students to enrol on the full-time route from medical and dental undergraduate courses throughout the UK, provided that they have sufficient credits to continue with a masters (Level 7) qualification. Intercalating students will study alongside postgraduate students from a variety of backgrounds and will benefit from this vibrant educational environment.

4. Relevant QAA Subject Benchmark Group(s)

The programme has been developed with reference to the relevant policies and procedures of the University of Plymouth and external agencies such as the Quality Assurance Agency and Higher Education Academy.

The University of Plymouth strives to be an open and accessible organisation; one that upholds the values of equality and diversity and actively stands against all forms of discrimination. For more information on the University's Equality Scheme please see: <https://www.plymouth.ac.uk/your-university/about-us/university-structure/service-areas/equality-diversity-and-inclusion/equality-objectives>.

The programme will operate within the Plymouth Academic Regulations: <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>.

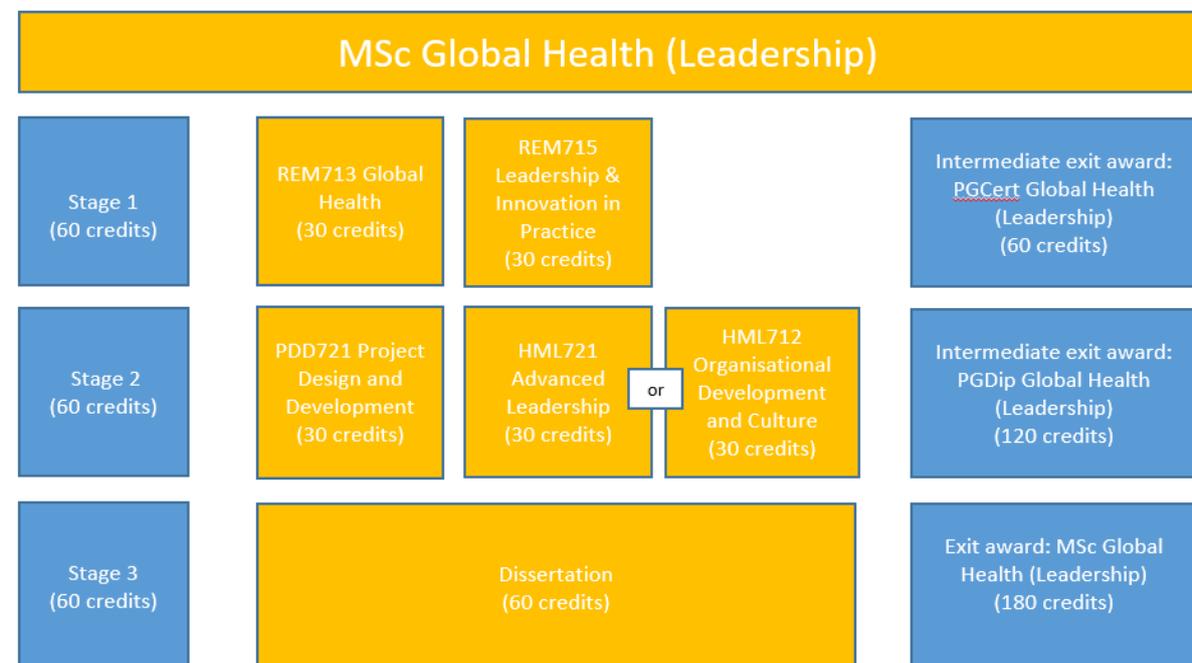
Programme structure

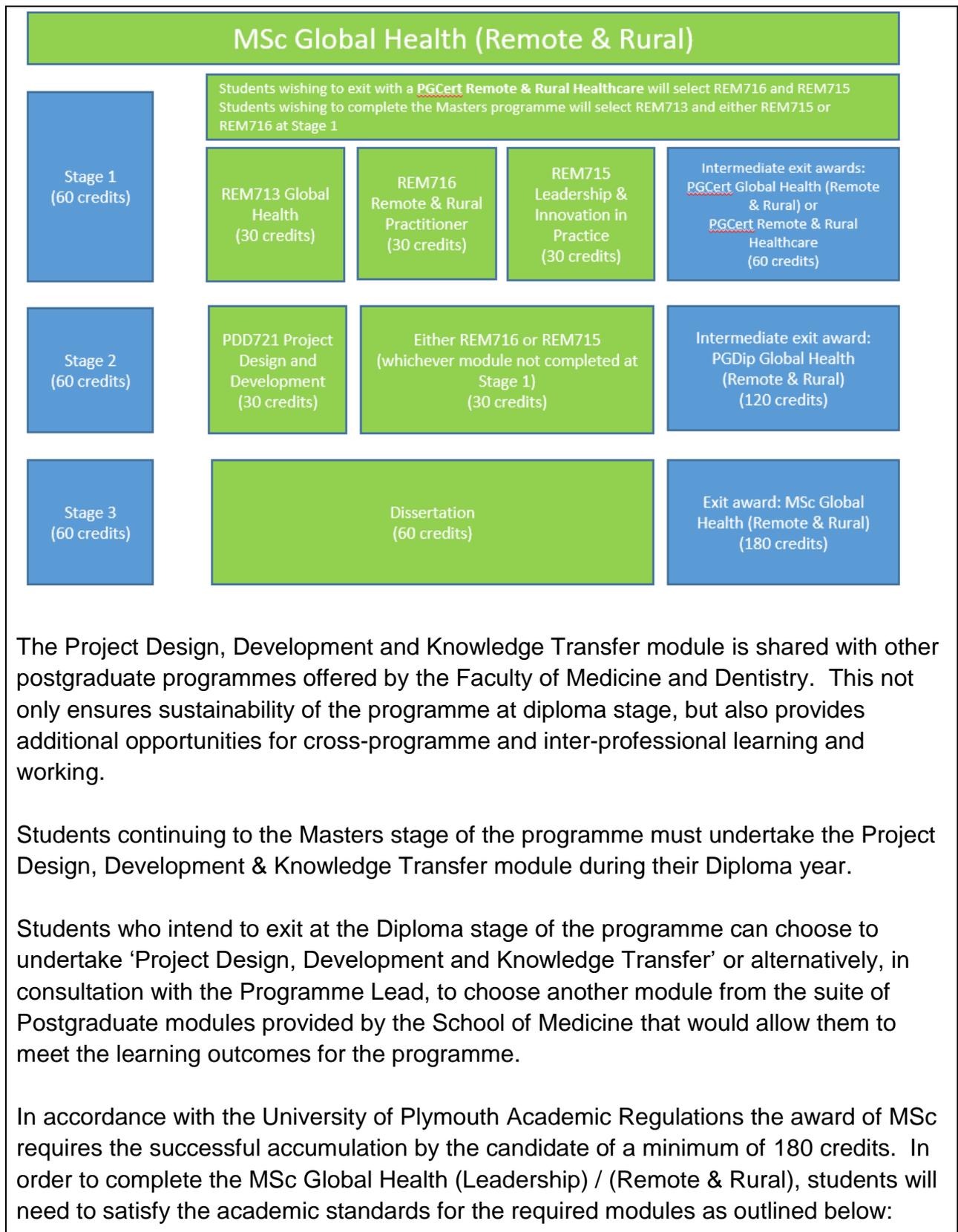
Students studying on a **full-time** basis will normally complete the full Masters programme (180 credits) within 12 months. Either pathway may be chosen. Where a module choice is available, this can be decided in discussion with the programme lead at programme induction.

Students studying on a **part-time** basis will normally complete each stage of the programme (60 credits) within one academic year.

All modules are at FHEQ Level 7.

Pathway options are illustrated below:





REM713 Global Health (30 Credits): *Core for both pathways*

The module will examine the policies and strategies that affect health and health care in a global context. It will explore the complex relationships between health and health care and the socioeconomic, cultural, political, environmental and structural factors, as well as individual characteristics that contribute to health and healthcare inequalities within western and developing countries. It will enable students to develop the knowledge, skills and techniques required to critically analyse global health problems and to understand global health policy development.

REM715 Leadership & Innovation in Practice (30 credits): *Core for both pathways*

A critical exploration of leadership and innovation theories pertinent to the practice setting, including analysis of systems and organisational culture that underpin effective change. These will be delivered online whilst the student is undertaking a period of time in a practice setting relevant to their programme award title (e.g. Global Health, Remote or Rural Healthcare setting, Clinical Education). This will enable demonstration of application of the theories and assessment of their effects, both on the population in receipt but also on the professional development of the student as a result of critical reflection on the practice experience.

REM716 Remote & Rural Practitioner (30 credits): *Core for MSc Global Health (Remote & Rural)*

This module provides students with an opportunity to develop a comprehensive understanding of remote and rural medicine and of the distinct environmental, physical and psychological factors associated with working as a remote clinical practitioner.

HML712 Organisation Development and Culture (30 credits): *Optional for MSc Global Health (Leadership)*

This module comprises an in-depth study of organisations in the 21st century with a focus on health and care. Critical study of the structure, values and cultures of organisations will be incorporated along with the underpinning theory from established and contemporary organisation literature.

HML721 Advanced Healthcare Management, Leadership & Innovation: *Optional for MSc Global Health (Leadership)*

An in-depth study of aspects of management, leadership and quality/service improvement (and how this differs from innovation) in healthcare, relevant to professionals seeking to lead services and organisations into the future. This will build on the themes from the Leadership & Innovation in Practice module and develop them in the context of the current political, economic, regulatory and technological environment.

PDD721 Project Design, Development and Knowledge Transfer (30 credits)

(or an alternative 30 credit module for those students exiting at the Postgraduate Diploma stage of the programme). Core for those moving onto the dissertation.

This module will provide students with the knowledge and skills associated with the project design, development and knowledge transfer process. Students will gain practical experience of multi-disciplinary team working through problem identification and problem solving to encourage innovation and creativity in project design, development and knowledge transfer.

DIS731 Dissertation (60 credits)

The aim of the dissertation is to enable students to demonstrate their ability to design, conduct, evaluate and write up a project on a topic that is of relevance to the title and aim of their award and in doing so, to demonstrate self-direction, originality and an ability to act autonomously in the planning and implementation of project skills at an advanced professional level.

Programme Aims**The MSc in Global Health (Leadership) / (Remote & Rural) aims to:**

1. Provide students with the specialised knowledge, understanding and professional skills required to function optimally as a leader or member of a flexible and adaptive team working in a diverse range of global and remote environments.
2. To provide students with the knowledge and expertise to critically examine global health problems and the global policy responses required to protect and promote population health in a global environment
3. Give learners, in addition to the above, an opportunity to develop leadership and innovation capability in a practice setting.
4. Develop the knowledge and skills associated with the design and development of a project related to their Global Health (Leadership) / (Remote & Rural) award.
5. Give learners the opportunity to undertake a substantial project involving either primary or secondary research or a quality improvement project on a topic of relevance to global or remote healthcare.

5. Programme Intended Learning Outcomes

The programme provides opportunities for participants to develop and demonstrate the general outcomes listed below. The learning outcomes are

referenced to Level 7 descriptors (SEEC 2010). These will be contextualised within each participant's coursework.

5.1. Setting

1. Operational Context
 - Operates in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information sources.
2. Autonomy and responsibility for actions
 - Acts with initiative in decision-making and accessing support, within professional or given guidelines, accepting full accountability for outcomes.

5.2 Knowledge and understanding

On successful completion graduates should have developed:

1. Has a deep and systematic understanding of the nature of Global Health and its relationship with other relevant disciplines such as leadership or remote and rural medicine.
2. Demonstrates an understanding of current theoretical and methodological approaches

5.3 Cognitive and intellectual skills

On successful completion graduates should have developed:

1. Conceptualisation and Critical Thinking
 - Uses ideas at a high level of abstraction.
 - Develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches.
2. Synthesis and Creativity
 - Flexibly and creatively applies knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions.
3. Analysis and evaluation
 - Undertakes analysis of complex, incomplete or contradictory evidence/data and judges the appropriateness of the enquiry methodologies used.
 - Recognises and argues for alternative approaches.
4. Problem Solving, Research & Enquiry

- Designs and undertakes substantial investigations to address significant areas of theory and/or practice.
- Selects appropriate advanced methodological approaches and critically evaluates their effectiveness.

5.4. Performance and Practice

1. Adaptation to Context
 - Autonomously adapts performance to multiple contexts.
2. Performance
 - Autonomously implements and evaluates improvements to performance drawing on innovative or sectoral best practice.
3. Team and organisational working
 - Works effectively with multiple teams as leader or member.
 - Clarifies tasks and make appropriate use of the capacities of team members resolving likely conflict situations before they arise.
4. Ethical awareness & application
 - Incorporates a critical ethical dimension to their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions.

5.5. Personal and Enabling Skills

1. Personal evaluation and development
 - Uses personal reflection to analyse self and own actions.
 - Makes connections between known and unknown areas, to allow for adaptation and change.
2. Interpersonal and communication skills
 - Identifies, evaluates and maintains capabilities and qualities to support effective communication in a range of complex and specialised contexts.

5.6 Key Transferrable Skills

On successful completion graduates should have developed the ability to:

- Function optimally as a leader or member of a flexible and adaptive team working in a diverse range of global and remote environments.

5.7 Employment Related Skills

On successful completion graduates should have:

- Necessary specialist knowledge and understanding required to work safely and independently and as future leaders in their chosen location of global or remote healthcare.

5.8 Practical Skills

On successful completion graduates should have developed:

- Ability to critically analyse and evaluate and reflect on performance in order to bring about improvement in practice.
- Ability to flexibly and creatively apply knowledge in unfamiliar contexts in order to generate innovative solutions.

6. Admissions Criteria, including APCL, APEL and DS arrangements

Normally a recognised first degree or equivalent will be required with a minimum of a lower second/ 2:2 class honours degree in a relevant subject (e.g BMBS, Nursing, Allied Health Professionals degree, Healthcare Management). However, in line with other postgraduate programmes offered by the Faculty of Medicine and Dentistry, the full-time route may be undertaken by medical students who have satisfied the selection criteria to undertake an intercalated degree prior to their final year at medical school.

Entrants who have acquired experience through work or other means that enables staff responsible for admissions to be confident of the candidate's ability to succeed in the programme may also be considered, in line with QAA guidance.

Language Requirement:

Candidates will be required to be competent in English. Applicants whose first language is not English will be required to provide evidence of competence in English language. The minimum acceptable English language requirement for postgraduate courses is IELTS 7.0 with a minimum of 7.0 in each element (listening, reading, speaking, writing). If the candidate's English language does not meet the above standard, they will be given the opportunity to complete one of the University's pre-sessional English language courses.

Accreditation of Prior Learning:

Accreditation of prior certificated learning (APCL) and accreditation of prior experiential learning (APEL) refer to the process by which previous formal certificated learning and informal non-certificated learning can be awarded credit towards modules within the sphere of Higher Education. Credit for prior learning, whether certificated or experiential, may count towards the requirements for the named award.

For example completion of the Health Education England Improving Global Health (IGH) Fellows Scheme, the Professional and Generic Skills (PGS) for

Doctors Training or a Wilderness Medical Training (WMT) course or may lead to APEL for some components of the course. Candidates will be interviewed by the programme lead, and may be required to complete an assessment to demonstrate that they have the necessary knowledge and skills to allow entry.

HEE IGH Fellows may submit their report and a reference from HEE IGH as evidence against the module 'Leadership and Innovation in Practice'. PGS alumni may use the PGS teaching against the teaching component of this same module, but will be required to produce written evidence of their skills and knowledge to gain the credits.

WMT Alumni are able to use their participation of a WMT course against the taught component of the Remote and Rural Practitioner module, but will still be required to do the assignments at the next module delivery.

To qualify for the award of a Masters degree the dissertation must be completed at the University of Plymouth. A student seeking credit (whether certificated or experiential) will normally be required to apply for such credit on receipt of an offer of a place on a programme. For further information please refer to the Academic Regulations: <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>.

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The University of Plymouth welcomes applications from people with disabilities who will be considered on the same academic grounds as other potential students. Considerations about individual needs arising from disability will be made separately, and we will strive to meet an individual disabled student's needs wherever possible and in consultation with Disability Services. For more information please see: <https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia>.

7. Specific Issues

7.1 Practice setting.

In order to undertake the MSc Global Health (Leadership) / (Remote & Rural), students are expected to spend some time working or volunteering in a practice field relevant to the award title. This may be the student's normal practice setting, or a more unique experience opportunity may present itself (e.g. BASMU, NHS, military, charitable, overseas NGO, HEE Improving Global Health Fellows Scheme and other).

As guidance, the time period in a relevant setting should consist of a minimum of 4 weeks. If this is not logistically possible, then other suitable remote and/or global healthcare placements will be considered (e.g. 1 - 2 days per week over an extended period such as 4 – 6 months). This could be within the UK by volunteering with a suitable organisation and is likely to be most suitable for intercalating medical students. Support will be provided to find local settings, in Plymouth, that meet the programme requirements; there are many examples of global health practice to be found locally.

If a student is choosing to travel further afield then the onus of personal and professional responsibility will be taken by the student and/or the practice provider. Suitability of the practice setting for meeting the academic requirements of the programme will be approved through discussion with the Programme Lead. We will not academically support any travel to locations that are not recommended for travel by the Foreign Office. We do not deem undertaking the course a reason for essential travel.

It is also the responsibility of the student to ensure that the service provider has been given the relevant information about the programme. Clinical liability and line management responsibilities are entirely the responsibility of the student and host institution.

8. Progression criteria for Final and Intermediate Awards

Students continuing to the Masters stage of the programme must undertake the Project Design, Development & Knowledge Transfer module during their Diploma year.

Level of Award

All modules are at FHEQ Level 7.

9. Exceptions to Regulations

N/A

10. Transitional Arrangements

N/A

<p>Knowledge and Understanding</p> <ol style="list-style-type: none"> 1. Has a deep and systematic understanding of the nature of Global Health and its relationship with other relevant disciplines 2. Has a deep and systemic understanding of the sub field of leadership and innovation or rural and remote healthcare dependent on the pathway chosen. 3. Demonstrates an understanding of current theoretical and methodological approaches 	<p>1, 2, 4, 5</p>	<ul style="list-style-type: none"> - Global Health - Leadership & Innovation in Practice - Remote & Rural Practitioner(Remote & Rural Pathway only) - Project Design, Development & Knowledge Transfer - Dissertation
<p>Cognitive Skills</p> <ol style="list-style-type: none"> 1. Conceptualisation and Critical Thinking <ul style="list-style-type: none"> - Uses ideas at a high level of abstraction - Develops critical responses to existing theoretical discourses, methodologies and practices and suggests new concepts or approaches 2. Synthesis & Creativity <ul style="list-style-type: none"> - Flexibly and creatively applies knowledge in unfamiliar contexts 	<p>1-4</p> <p>2</p>	<ul style="list-style-type: none"> - Leadership & Innovation in Practice - Global Health - Project Design, Development & Knowledge Transfer - Remote & Rural Practitioner(Remote & Rural Pathway only) - Leadership & Innovation in Practice - Global Health

<p>3. Analysis & Evaluation</p> <ul style="list-style-type: none"> - Undertakes analysis of complex evidence and judges the appropriateness of the methodologies used - Recognises and argues for alternative approaches 	4	<ul style="list-style-type: none"> - Project Design, Development & Knowledge
<p>4. Problem Solving, Research and Enquiry</p> <ul style="list-style-type: none"> - Designs and undertakes substantial investigations to address significant areas of theory and/or practice - Selects appropriate advanced methodological approaches and critically evaluates their effectiveness 	5	<ul style="list-style-type: none"> - Dissertation
<p>Performance and Practice</p> <p>1. Adaptation to Context</p> <ul style="list-style-type: none"> - Autonomously adapts performance to multiple contexts <p>2. Performance</p> <ul style="list-style-type: none"> - Autonomously implements and evaluates improvements to performance drawing on best practice 	1-5	<ul style="list-style-type: none"> - Remote & Rural Practitioner (Remote & Rural Pathway only) - Global Health - Leadership & Innovation in Practice - Project Design, Development & Knowledge Transfer - Dissertation

