Plymouth University
Peninsula Schools of Medicine and Dentistry

Programme Specification

MSc Global and Remote Healthcare (4646)

Part Time

2016/17

Date of approval: October 2014 (new title approved April 2016)
Date of implementation: September 2016
Year of first award: 2019

June 2016
MSc Global and Remote Healthcare

Final award title  MSc Global and Remote Healthcare
Completion of 180 credits

Level 7 Intermediate award title(s) Postgraduate Diploma in Global and
Remote Healthcare
Completion of 120 credits

Level 7 Intermediate award title(s) Postgraduate Certificate in Global and
Remote Healthcare
Completion of 60 credits

UCAS code N/A
JACS code A900

1. Awarding Institution: Plymouth University
   Teaching institution(s): Plymouth University Peninsula Schools 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.
   - Collaborative educational partnership between local NHS services, higher
     education with staff drawn from the University, clinical services within
     partner organisations and experts (including the military) within the region
     and beyond.
   - Links to the British Antarctic Survey Medical Unit (BASMU) based at
     Plymouth Hospitals NHS Trust and the Diving Diseases Research Centre
     (DDRC) adjacent to the headquarters of the Peninsula Schools of Medicine
     and Dentistry.
   - Growing interest from tourist industry, the fields of expedition and
     exploration medicine and those working in a variety of remote environments,
     the military and humanitarian and voluntary sectors
4. Relevant QAA Subject Benchmark Group(s)

The programme has been developed with reference to the relevant policies and procedures related to Plymouth University and external agencies such as the Quality Assurance Agency and Higher Education Academy. Plymouth University is committed to providing equality for all irrespective of age, disability, ethnicity (including race, colour and nationality), gender, gender reassignment, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity and will work to ensure that all students, employees and visitors, as well as those who seek to apply to work or study at the University, are treated fairly and are not subjected to discrimination by the University on any of these grounds (University Equality and Diversity Policy, Revised April 2011).

The programme will operate within the Plymouth University “Regulatory Framework for Taught Postgraduate Awards”:
https://documents.plymouth.ac.uk/uop/documents/registry/regulatory%20framework%20for%20taught%20postgraduate%20awards.doc
5. Programme Structure

The structure of the MSc in Global and Remote Healthcare is given in the following table:

<table>
<thead>
<tr>
<th>Programme structure</th>
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</thead>
<tbody>
<tr>
<td>Students will study on a part time basis with each stage of the programme (60 credits) normally completed within one year:</td>
</tr>
</tbody>
</table>

**Postgraduate Certificate stage:**

Students can select two modules from those listed below:

- REM711 Remote Practitioner (30 Credits)
- REM713 Global Health (30 Credits)
- REM714 Remote & Global Placement Medicine (30 Credits)

**Postgraduate Diploma stage:**

Students undertake the remaining module from above plus PDD721

- Remaining module from REM711, REM713 or REM714 (30 Credits)
- PDD721 Project Design, Development and Knowledge Transfer (30 Credits)

**MSc stage/Dissertation module:**

- DIS731 Dissertation Module (60 Credits)

The Project Design, Development and Knowledge Transfer module is shared with other postgraduate programmes offered by PU PSMD. This not only ensures sustainability of the programme at diploma stage, but also provides additional opportunities for cross-programme and inter-professional learning and working.

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

Students who intend to exit at the Diploma stage of the programme can choose to undertake ‘Project Design, Development and Knowledge Transfer’ or alternatively, in
consultation with the Programme Lead, to choose another module from the suite of Postgraduate modules (eg. Scholarship and Leadership for Innovation and Improvement in Practice) that would allow them to meet the learning outcomes for the programme.

In accordance with Plymouth University ‘Regulatory Framework for Taught Postgraduate Awards’, the award of MSc requires the successful accumulation by the candidate of a minimum of 180 credits. In order to complete the MSc in Global and Remote Healthcare, students will need to satisfy the academic standards for the required modules as outlined below:

Remote Practitioner (30 credits)
This module provides students with an opportunity to develop a comprehensive understanding of remote medicine and of the distinct environmental, physical and psychological factors associated with working as a remote clinical practitioner. The module will equip students with the necessary specialist knowledge and understanding of remote healthcare, including environmental, applied psychology, and pathophysiology, required to work safely and independently in a remote area.

Global Health (30 Credits)
This module is designed to provide students with the relevant knowledge and skills to explore and evaluate the social determinants of health and healthcare practice within the context of globalisation. It will provide students with an opportunity to examine the global policies and strategies that affect health and healthcare and will enable students to critically examine from a range of perspectives (including sociological /cultural/ economic/ environmental/policy and strategy) the global factors that contribute to inequalities in health and healthcare and to examine actions that can be taken to tackle these.

Remote & Global Placement Medicine (30 credits)
This module will enable students to critically examine and reflect upon the multi-factorial aspects associated with remote and global health care delivery from both a personal and strategic perspective. It will provide students with an opportunity to examine and reflect on the challenges to professional integrity associated with working as a practitioner on a remote placement; and on the challenges associated with strategic decision making in relation to global health.
**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)

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.

**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.
6. **Programme Aims**

The MSc in Global and Remote Healthcare aims to:

1. Provide students with the necessary specialist knowledge and understanding of Global and Remote Healthcare required to work safely and independently in such environments.

2. Equip 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 remote and global environments.

3. 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.

4. Give learners, in addition to the above, an opportunity to critically review their own clinical practice and to reflect on the experience of being a remote practitioner delivering healthcare in the context of a remote and/or global environment.

5. Develop the knowledge and skills associated with the design and development of a project related to their remote and/or global healthcare practice and/or award.

6. Give learners the opportunity to undertake a substantial project involving either primary or secondary research on a topic of relevance to remote and/or global healthcare.

7. **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.

7.1. 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.

7.2 Knowledge and understanding
On successful completion graduates should have developed:
1. Has a deep and systematic understanding of the nature of Global and Remote Healthcare and its relationship with other relevant disciplines
2. Demonstrates an understanding of current theoretical and methodological approaches

7.3 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.

7.4. 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.

7.5. 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.

7.6 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 remote and global environments

7.7 Employment Related Skills
On successful completion graduates should have:
- Necessary specialist knowledge and understanding of Global and Remote Healthcare required to work safely and independently in a remote environment

7.8 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
8. **Admissions Criteria, including APCL, APEL and DAS arrangements**

Normally a recognised first degree or equivalent will be required. 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. 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 6.5 overall, in both cases with minimum 5.5 across all four components (listening, reading, speaking, writing). Other acceptable tests and scores include: TOEFL iBT: 90, with minimum listening 17, reading 18, speaking 20, writing 21 and PTE Academic: 61, with minimum 51 across all four components (listening, reading, speaking, writing).

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. The maximum amount of credit for prior learning (certificated or experiential) claimed towards the award is 120 credits. To qualify for the award of a Masters degree the dissertation must be completed at Plymouth University. 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.

Plymouth University is committed to providing equality for all irrespective of age, disability, ethnicity (including race, colour and nationality), gender, gender reassignment, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity and will work to ensure that all students, employees and visitors, as well as those who apply or seek to apply to work or study at the University, are treated fairly and are not subjected to discrimination by the University on any of these grounds (University Equality and Diversity Policy, Revised April 2011).

Plymouth University Peninsula Schools of Medicine and Dentistry 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 ASSIST https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia.
9. Specific Issues

9.1 Remote and/or Global Placements

In order to undertake the Postgraduate Diploma in Global and Remote Healthcare, students will be required to organize a placement of appropriate duration, and of relevance to remote and/or global health. It is the responsibility of the student to identify a suitable placement with a relevant service provider (eg. BASMU, NHS, military, charitable, NGO such as a field placement or head office, and other); suitability of the placement will be approved through discussion with the Programme Lead. It is also the responsibility of the student to provide evidence that the placement provider is aware of their participation in the Masters programme and that the service provider has been given the relevant information about the programme. PU PSMD accepts no responsibility for the provision or organisation, risk assessment or wellbeing of the student and/or provider. However, the suitability of a placement must be approved by the Programme Lead for the Global and Remote Healthcare programme. As guidance, a minimum placement should consist of a minimum of 3-4 weeks in a suitable remote and/or global healthcare setting. If this is not logistically possible, then other suitable remote and/or global healthcare placements will be considered (eg. 1 - 2 days per week over an extended period such as 4 – 6 months). Clinical liability and line management responsibilities are entirely the responsibility of the placement provider.

10. 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

A student will be awarded a Postgraduate Certificate or Diploma with Distinction provided that s/he has achieved a credit-weighted average mark of 70% or above across all the modules.

A student will be awarded a Masters degree with Distinction provided that s/he has achieved a credit-weighted average mark of 70% or above across all the modules (including the dissertation) and the mark for the dissertation module is not less than 70%.
A student will be awarded a Postgraduate Certificate or Diploma with Merit provided that s/he has achieved a credit-weighted average mark of 60% or above across all the modules.

A student will be awarded a Masters degree with Merit provided that s/he has achieved a credit-weighted mark of 60% or above across all modules (including the dissertation) and the mark for the dissertation is not less than 60%.

11. Exceptions to Regulations
   N/A

12. Transitional Arrangements
   N/A
## Programme Intended Learning Outcomes Map

**Masters in Global and Remote Healthcare**

<table>
<thead>
<tr>
<th>SEEC 2010 Level 7</th>
<th>Masters (M) Level</th>
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<tbody>
<tr>
<td><strong>Core Programme Intended Learning Outcomes</strong></td>
<td><strong>Aim</strong></td>
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<tr>
<td>(using SEEC 2010 descriptors)</td>
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<tr>
<td><strong>Setting</strong></td>
<td></td>
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</tbody>
</table>
| 1. Operational Context | 1-4 | - Remote Practitioner  
- Global Health  
- Remote & Global Placement Medicine  
- Project Design, Development & Knowledge Transfer |
| - Operates in complex and specialised contexts requiring selection and application from a wide range of advanced techniques and information sources | | |
| 2. Autonomy and responsibility for actions | 5 | - Dissertation |
| - Acts with initiative in decision making and accessing support | | |
## Knowledge and Understanding

1. Has a deep and systematic understanding of the nature of Global and Remote Healthcare and its relationship with other relevant disciplines
2. Demonstrates an understanding of current theoretical and methodological approaches

| 1, 2, 4, 5 | - Remote Practitioner  
- Global Health  
- Remote & Global Placement Medicine  
- Project Design, Development & Knowledge Transfer  
- Dissertation |
|------------|------------------------------------------------|

## Cognitive Skills

1. Conceptualisation and Critical Thinking
   - Uses ideas at a high level of abstraction
   - Develops critical responses to existing theoretical discourses, methodologies and practices and suggests new concepts or approaches

| 1-4 | - Remote Practitioner  
- Global Health  
- Project Design, Development & Knowledge Transfer |
|-----|------------------------------------------------|

2. Synthesis & Creativity
   - Flexibly and creatively applies knowledge in unfamiliar contexts

| 2 | - Remote Practitioner  
- Remote & Global Placement Medicine  
- Global Health |
|---|------------------------------------------------|

3. Analysis & Evaluation
   - Undertakes analysis of complex evidence and judges the appropriateness of the methodologies used
   - Recognises and argues for alternative approaches

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<tr>
<th>4</th>
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4. Problem Solving, Research and 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

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<th>4. Performance and Practice</th>
<th>5</th>
<th>- Dissertation</th>
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<td>2. Performance</td>
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</tr>
<tr>
<td>- Autonomously implements and evaluates improvements to performance drawing on best practice</td>
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<td>- Project Design, Development &amp; Knowledge Transfer</td>
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<tr>
<td>3. Team &amp; Organisational working</td>
<td>1, 2</td>
<td>- Dissertation</td>
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<td>- Works effectively as leader or member</td>
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<td>- Clarifies tasks</td>
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<td>4. Ethical awareness and application</td>
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<td>- Incorporates an ethical dimension to their practice</td>
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## Personal and enabling skills

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<table>
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<tbody>
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<td>2</td>
<td>Interpersonal &amp; communication skills</td>
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<tr>
<td></td>
<td>- Qualities to support effective communication in a range of contexts as both leader and member of a team</td>
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1. Remote Practitioner
2. Global Health
3. Remote & Global Placement Medicine
4. Project Design, Development and Knowledge Transfer