

Programme Specification: Post Graduate Taught

For students starting in Academic Year 2024/25

1. Course Summary

Names of programme and award title(s)	MSc Global Health Policy
Award type	Taught Masters
Mode of study	Full-time Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	1 year full-time or 2 years part-time
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students:</p> <p>Full-time fee for 2024/25 is £9,800</p> <p>Part-time fee for 2024/25 is £5,400*</p> <p>International students:</p> <p>Full-time fee for 2024/25 is £19,500</p>

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

2. Overview of the Programme

The COVID-19 pandemic demonstrated the fragility of socio-economic systems to biological threats. Global Health Policy is a programme dedicated to developing the knowledge and skills of students who want to specialise in the field of the governance of health policy at all scales. COVID-19 was the latest in a series of transmissible diseases which have increased in frequency with the growing urbanisation and international mobility of people. COVID-19 demonstrated that states and societies - in both the Global North and South - were ill-prepared to understand the challenges posed by such global health challenges.

Managing the various threats to global health is a challenge this degree programme explores. The programme examines the challenges confronting health policy in the twenty-first century, including rapid urbanisation, industrialisation/de-industrialisation, increasing international and national mobility, and the risks of zoonotic diseases spreading rapidly around the globe. The programme examines the challenges of delivering health policy - particularly in terms of reducing health inequalities - at various geographic scales, from the global to the local. The programme is also focused on equipping students with the skills necessary to assess the relative efficacy of

different policy options and policy mixes for promoting positive global public health. This degree aims to be challenging, informed by research, and provide students with the knowledge and skills to engage in policy analysis which can help to improve the health of populations at global, national and local scales.

Achieving this involves understanding the various actors and institutions influencing global health policy in different arenas, the health threats arising from processes like globalisation and urbanisation, and appreciating the need for multi-disciplinary approaches for addressing cross-cutting health challenges. The programme draws on the research skills and expertise from Politics and International Relations but encompasses research and teaching excellence in the fields of environmental sustainability, the life sciences and global health to offer an innovative and intensive period of study on the practices and challenges of this theme. The programme is distinctive from other programmes offered in the UK by Keele's strengths in environmental (socio-political and physical) and global health research and teaching.

The MSc Global Health Policy reflects Keele's institutional commitment to being an institution which contributes to closing the health gap across the world and between all scales. It also reflects the complex interplay of different challenges to closing these gaps, particularly in terms of gaps in development, and environmental sustainability threats over the next few decades. Health inequalities are a concern in the Global South but also for the Global North where considerable variation in health outcomes can be seen in post-industrial places. The degree hence fits directly with the University's education priorities to internationalise the curriculum and produce place-impactful teaching and research.

3. Aims of the programme

This programme is targeted at students who are looking to work with or for local, national or international governments, agencies and non-government bodies focused on the nexus of health and development policy. The programme is also appropriate for professionals who are already involved in health policy in any capacity. Whatever background students come from or the career trajectory they are seeking, the overall aim of the degree is to help those who wish to use academic study to deepen their understanding of and increase their potential to engage with global health problems, either through further academic study or in professional practice. To achieve this, the programme seeks to enhance analytical and data-handling skills and support engagement with policy user groups.

4. What you will learn

The MSc Global Health Policy introduces students to the key concepts and challenges in global health policy. Students will develop skills to undertake individual and group research on issues of major significance and will learn transferable skills to present these challenges, and the potential responses to these challenges, to lay audiences. While the programme is particularly suitable for those who have completed degrees in social science subjects, students from other backgrounds will find the course's emphasis on meaningful student engagement and activities that are wrapped around in-class sessions will support them in their induction into this field of knowledge. Throughout the programme of study, students will develop the ability to conduct and report on their own research using relevant concepts, theories and methods drawn from the growing fields of global health governance and comparative health policy. Students will learn to gather, select and organise evidence, data and information from a variety of secondary and primary sources; they will learn to interpret, analyse and deploy that evidence, data and information; they will learn to construct a reasoned argument, synthesise relevant information, and exercise critical judgement; and they will learn how to identify, investigate, analyse, formulate, and advocate solutions to problems.

To enable students to develop socially and policy-relevant research contributions, students are encouraged to undertake research which is applied to real-world problems at multiple scales. Given the health challenges of North Staffordshire, which reflect the post-industrial heritage of the area, there will be opportunities to undertake research which supports the classroom-to-real-world application skills of students with local agencies and organisation

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- Demonstrate systematic knowledge of and critically evaluate the techniques and methodologies applicable to research and advanced scholarship in the discipline of global health policy, as a field of Politics and International Relations.

- Demonstrate originality in the application of knowledge and practical understanding of how established techniques of research are used to interpret knowledge in the discipline.
- Demonstrate systematic knowledge of, and critically evaluate, different ways of conducting, and assumptions underpinning, advanced research in the discipline of Politics and International Relations, as it pertains to the study of global health policy.
- Demonstrate systematic knowledge of, and critically evaluate, different ways of conducting, and assumptions underpinning, advanced research in the discipline of Politics and International Relations, as it pertains to the study of global health policy.
- Demonstrate systematic knowledge of, and critically evaluate, recent scholarship concerning the different geographical scales and local contexts in which global health policy occurs.

Subject specific skills

Successful students will be able to:

- Systematically and critically assess the relationships between methods of and approaches to knowledge generation and interpretations of that knowledge in pathway-specific themes, issues, theories and debates.
- Systematically apply research or methodological skills and knowledge to advance knowledge of a chosen research area within the discipline.
- Demonstrate systematic understanding of, and awareness of how to apply specific research methodologies, techniques and skills.
- Demonstrate a systematic understanding of how to apply research methods to tackle problems and questions in the academic discipline of global health policy.
- Demonstrate originality and criticality in the application and interpretation of knowledge.
- Demonstrate self-direction and originality in tackling and solving problems, using research techniques to plan and implement tasks at an advanced level.

Key or transferable skills (including employability skills)

Successful students will be able to:

- Demonstrate self-direction and originality in employing strategies to address problems, issues, and theories of debates in global health, as a field of Politics and International Relations.
- Systematically evaluate complex issues and critically evaluate evidence and data to reach sound judgements, in the absence of complete data, about a chosen research topic or discipline-specific area.
- Communicate appropriately using higher-level writing skills, aimed at specialist and non-specialist audiences, with appropriate use of academic referencing.

Opportunities for Graduates

The personal and professional skills learned in this degree include clear and analytical thinking, originality, problem-solving, persuasive writing and speaking, innovative questioning and effective reasoning, all of which can open a wide range of careers. Furthermore, the advanced research and cross-cultural communication skills developed in this course, together with critical insight into global concerns, politics, economics, governance and advocacy, place students in an excellent position to pursue a wide range of careers in the public, private and voluntary sectors.

Students who have studied Politics and International Relations M-level degrees have pursued careers in a variety of fields, including the civil service, politics, public administration, police, finance, IT, law, healthcare, human resources, property development, teaching and training, and community and voluntary work. The School of Social Sciences' (SoSS's) graduates follow a wide range of careers, working for governments, think tanks and NGOs as diplomats, advisors and consultants, as well as moving into broader fields, such as journalism and banking. Many of our alumni return to Keele to share their experiences with current students.

This course is also excellent preparation for doctoral study or careers in research or academia with previous master's students continuing with PhD studies at Keele and other excellent institutions in the UK and elsewhere.

The Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical awareness**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example,

Academic Mentors, to prepare for your future career and lives beyond Keele.

5. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- In-depth lectures sharing tutors' subject and research expertise with students; and, where appropriate, encouraging students to discuss this;
- Interactive lectures: tutors and students use a range of presentations, Q&As or other technologies to structure learning;
- Seminar discussions in which students share, discuss and evaluate ideas, in debates structured or facilitated by tutors;
- Individual and group presentations in which students present ideas and arguments
- Guided Module Handbooks and Keele Learning Environment (virtual blackboard) with reading lists and other resources to support students' independent learning and to engage in collaborative learning activities (for example, group discussion);
- Independent dissertation, guided by a supervisor, and supported by the research training modules and by additional dissertation preparation workshops, to study in-depth a research topic, develop research questions and apply relevant methodologies to examine that topic, question or questions.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Academic Mentors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Advanced level training in research methods in the discipline through opportunities to apply research methods to practical problems of the students' devising and through the provision of knowledge about different approaches to research methods in the relevant discipline;
- Delivery of advanced-level information through teaching sessions, guided reading lists and other resources about key challenges, contestations, and debates in the field of global health policy broadly defined, about critical approaches to those challenges, and about real-world examples of those issues and how global health policy is developed, implemented and experienced in different local contexts;
- Opportunity for structured discussion in tutorials to facilitate deep learning about the subject matter and to share ideas;
- Variety of assessment methods to provide opportunities for all learners and to offer opportunities to gain transferable skills;
- In-depth dissertation to develop critical analytical skills, alongside evidence gathering, evaluation, and independent research skills, and opportunity for extended study of a particular area in global health policy.

6. Teaching Staff

All current staff in Politics and International Relations who will contribute to the MSc either as module convenors, contributors, or dissertation supervisors, have relevant expertise in their fields; and all have extensive experience teaching master's and undergraduate students, and in master's and PhD supervision, in these areas in the UK. All the current teaching staff contributing to the master's have completed training as part of their induction to university teaching. Most staff are members of the Higher Education Academy and/or have a formal teaching qualification.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

7. What is the structure of the programme?

The MSc Global Health Policy requires students to accumulate 180 credits, made up of taught modules and a 60-credit dissertation. It is structured as follows:

- 5 compulsory modules (75 credits)
- 1 research module: GRT-40020: Quantitative Research and Data Analysis or GRT-40021: Qualitative Research Methods (15 credits)
- 2 optional modules, each of 15 credits (30 credits)
- A 15,000-word dissertation on a global health policy topic (60 credits)

For **full-time** students, the structure of the MSc programme is as follows:

	Autumn Semester	Spring Semester	Summer
Compulsory modules	PIR-40095: Research in Action PIR-40154: Global Governance of Health	PIR-40144: Advanced Approaches to Politics and International Relations PIR-40150: Evidence, Evaluation and Policy PIR-40166: Governing Inequalities in Development One of either: GRT-40020: Quantitative Research and Data Analysis or GRT-40021: Qualitative Research Methods	PIR-40105 - Dissertation (60 credits)
Optional modules:	Two modules from the list below	None	

For **part-time** students the structure of the MSc programme is as follows:

	Autumn Semester (Year 1)	Spring Semester (Year 1)	Summer (Year 1)
YEAR ONE			
Compulsory modules	PIR-40154: Global Governance of Health PIR-40095: Research in Action	PIR-40144: Advanced Approaches to Politics and International Relations PIR-40166: Governing Inequalities in Development	PIR-40105 - Dissertation (60 credits)
Optional modules:	None	None	
YEAR TWO	Autumn Semester (Year 2)	Spring Semester (Year 2)	Summer (Year 2)
Compulsory modules	None	PIR-40150: Evidence, Evaluation and Policy Either: GRT-40020: Quantitative Research and Data Analysis or GRT-40021: Qualitative Research Methods	Completion of dissertation
Optional modules	Two modules from the list below (2 x 15 credits)	None	

The compulsory modules are:

PIR-40095: Research in Action. This module offers an in-depth and hands-on introduction to different methods of knowledge generation, and an opportunity to experience a particular research method through the accomplishment of a chosen task. The module is taught during semester 1 and is key to the development of the students' methodological expertise.

PIR-40144: Advanced Approaches to Politics and International Relations. This module is taught during

the Spring semester in an intensive workshop-like approach. It provides students with a foundation in the mainstream philosophies and approaches to studying social science disciplines as part of the discipline of international relations. It examines how scholars have approached the issues of what to study and how to study and considers how these issues are related to historical and current power relations in world politics. It further enables students to develop their research design skills and independent study ideas.

PIR-40150: Evidence, Evaluation and Policy. This module examines the debates and the methods of policy evaluation. It sets evaluation in the context of recent debates about the nature of knowledge, changing conceptions of the public policy process, and the expansion of evaluation in political and public discourse. The module offers a critical introduction to the main ways in which evaluations are undertaken and the purposes they serve different audiences.

PIR-40154: Global Governance of Health. This module examines the changing nature of the governance of global public health. Adopting an interdisciplinary approach, it explores the relationship between globalisation and global health's social, political, economic and environmental determinants. It introduces students to the actors and processes that shape global health policies in the context of global governance. It explores how processes of neoliberal globalisation have affected health policies nationally and globally. It examines the shifts in global health policy through major health challenges, including HIV/AIDS, Malaria, tuberculosis, and Covid-19.

PIR-40166: Governing Inequalities in Development. This module examines the nature and operation of inequalities in states across the Global North and South and as a focus of global governance. With a specific focus on health and environmental disparities and risks, the module enables students to critically appraise the different causes of inequalities, models for explaining disparities, and the ways in which states and international organisations have sought to act to address inequalities. The module provides students with insights from various disciplines to examine the impact of inequalities, how they are (re)produced, and the extent to which public policy can address these problems. From this module, students will be equipped to research issues relating to health and environmental inequalities, particularly for international development.

PIR-40105: Master's Dissertation in Politics and International Relations. The dissertation begins with preliminary discussions between the student and their chosen supervisor, and follows from, and develops, the research skills gained in the research training modules, which are honed further in dedicated dissertation workshops. The student chooses a topic area in the study of global health policy on which they will focus; and, in consultation with their supervisor, narrows the topic to a research question or questions to which they will use research methods to advance an answer. Students must complete a dissertation on a question or topic in global health policy, and they must draw on research skills to do so. The student independently researches and writes the dissertation for submission in September. The dissertation aims to enable the student to explore in-depth a topic of their choice about global health policy; to apply their knowledge of advanced-level literature, to use their independent research skills (both evidence-gathering and analytical skills) and critical judgement to produce an extended piece of written work (15,000 words), making independent assessments of their chosen question or questions. The dissertation should show an understanding of how knowledge is produced in the discipline relevant to global health policy, as well as awareness of real-world issues that affect this field.

GRT-40020: Quantitative Research and Data Analysis. This module is a hands-on quantitative methods module in social sciences. It approaches key concepts, such as representativeness, generalisability, bias, variance, probability, quantitative design/operationalisation, descriptive/inferential statistics, significance testing primarily by giving students access to data and the tools to analyse these in a subject-related, critical way. The module proceeds by hands-on workshops with real data, which include lecture elements and engagement with critical perspectives via discussion of reading.

or

GRT-40021: Qualitative Research Methods. This introduction to qualitative social research methods engages with questions like this through a discussion of the principles and practices of qualitative social research. The module thus engages students in a theoretical and practical manner. It delivers an overview of the philosophical and theoretical underpinnings of different approaches to qualitative research. Examples of these (e.g. grounded theory, phenomenology, discourse analysis, ethnography) will be discussed in some detail, and located in the practice-based experience of expert staff members who participate in the delivery of the module. Students will examine how qualitative methodologies inform research design and explore the development of associated methods of investigation, such as interviewing, observation, and visual research. Students will explore the principles and practices of different qualitative research methods and approaches to qualitative data analysis.

In addition, two optional modules of 15 credits each, making 30 credits.

PIR-40088: The Theory of Global Security. This module explores the main theoretical traditions through which security has been understood and examines contemporary problems of security and development.

PIR-40093: The Changing International Agenda. This module offers an in-depth critical assessment of the development, change and nature of the international system.

PIR-40106: Dimensions of Environmental Politics. This module aims to provide students with an overview of key concepts, debates, processes and discourses in relation to the political dynamics of the environment; providing an advanced level introduction to environmental politics and international relations.

PIR-40136: International Diplomacy. This module offers an advanced level and innovative exploration of the theories and practices underpinning international diplomacy, and considers the varied settings in which diplomacy takes place.

PIR-40152: International Development: Environment and Conflict. This module provides an advanced-level study of core theories and approaches to international development, equipping students with the tools to analyse and debate the question of international development, focusing particularly on the relationships between international development, environmental change and conflict.

Options for non-native English-speaking students:

International students whose first language is not English will have a diagnostic language assessment by the Language Centre. Where a student is evaluated by the Language Centre as needing Academic English support via modules ENL-40001 or ENL-40002 Academic English for PG students, the student is expected to take the recommended Academic English module as a module option contributing to the overall course credits (i.e. 15 credits of 180 credits). Native or near-native English-speaking students may, as an alternative, normally take ONE semester 1 or 2 modules in one of the languages offered by the Language Centre or a further subject-related (level 7) module relevant to their research area.

ENL-40001: Academic English for Postgraduate Students 1. This module is designed to enable non-native English-speaking international postgraduate students to develop their knowledge and use of the specific linguistic, rhetorical and critical competencies essential to success on their chosen programme of study or research.

ENL-40002: Academic English for Postgraduate Students 2. This module is designed to enable non-native English-speaking international postgraduate students (who have either completed Academic English for Postgraduate Students 1 or who demonstrate secure fundamental language skills) to enhance their knowledge and use of the conventions of academic English and further develop the linguistic, rhetorical and critical competencies essential to success on their chosen programme of study or research. **(Please note: This runs across Semesters 1 and 2).**

English Language and Foreign Languages:

Students can also choose to take **English as an Academic Practice**, or can choose to take a **modern foreign language**: Mandarin Chinese, French, German, Japanese, Russian or Spanish modules at various levels from absolute beginners to intermediate or advanced level. Module placements will be undertaken by the Language Centre and will be based on a student's existing language qualifications and skills.

Additional guidance and support:

To support students in the transition to M-level study, the programme team will offer optional workshops in the early weeks of the first semester to all students registered for the degree. At these, students will be inducted into good academic practices, shown how to approach the diverse range of assessments at an institution like Keele and understand how to develop the research fundamentals which can help them succeed at Master's level. These workshops are co-curriculum events (i.e. they do not carry out summative assessments or carry degree credits) and are optional. They will be recorded by the University's lecture capture system for asynchronous learning opportunities.

Year	Compulsory	Optional	
		Min	Max
Level 7	135	45	45

Module Lists

Level 7

Compulsory modules	Module Code	Credits	Period
Research in Action	PIR-40095	15	Semester 1
Global Governance of Health	PIR-40154	15	Semester 1
Advanced Approaches to Politics and International Relations	PIR-40144	15	Semester 2
Evidence, Evaluation and Policy	PIR-40150	15	Semester 2
Governing Inequalities in Development	PIR-40166	15	Semester 2
Masters Dissertation in Politics and International Relations	PIR-40105	60	Semester 3

Optional modules	Module Code	Credits	Period
Qualitative Research Methods	GRT-40021	15	Semester 1
The Theory of Global Security	PIR-40088	15	Semester 1
The Changing International Agenda	PIR-40093	15	Semester 1
Dimensions of Environmental Politics	PIR-40106	15	Semester 1
International Development: Environment and Conflict	PIR-40152	15	Semester 1
Quantitative Research and Data Analysis	GRT-40020	15	Semester 2

Level 7 Module Rules

One of either:

GRT-40020: Quantitative Research and Data Analysis or GRT-40021: Qualitative Research Methods

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 7

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Demonstrate systematic knowledge of and critically evaluate advanced scholarship and recent research in themes, issues, theories, and debates about the study of global health policy within the disciplines of Politics and International Relations much of which is at, or informed by, the forefront of the academic discipline.	All modules
Demonstrate systematic knowledge of and critically evaluate the techniques and methodologies applicable to research and advanced scholarship in the discipline of global health policy, as a field of Politics and International Relations.	All modules
Demonstrate originality in the application of knowledge and practical understanding of how established techniques of research are used to interpret knowledge in the discipline.	All modules
Demonstrate systematic knowledge of, and critically evaluate, different ways of conducting, and assumptions underpinning, advanced research in the discipline of Politics and International Relations, as it pertains to the study of global health policy.	Advanced Approaches to Politics and International Relations - PIR-40144 Research in Action - PIR-40095
Demonstrate systematic knowledge of, and critically, independently and systematically apply, relevant research methods to a topic, question or questions in the field of global health policy.	Research in Action - PIR-40095 Quantitative Research and Data Analysis - GRT-40020 Masters Dissertation in Politics and International Relations - PIR-40105 Qualitative Research Methods - GRT-40021 Advanced Approaches to Politics and International Relations - PIR-40144
Demonstrate systematic knowledge of, and critically evaluate, recent scholarship concerning the different geographical scales and local contexts in which global health policy occurs	Global Governance of Health - PIR-40154

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Systematically and critically assess the relationships between methods of and approaches to knowledge generation and interpretations of that knowledge in pathway-specific themes, issues, theories and debates.	All modules
Systematically apply research or methodological skills and knowledge to advance knowledge of a chosen research area within the discipline.	Master's dissertation
Demonstrate a systematic understanding of, and awareness of how to apply specific research methodologies, techniques and skills.	Masters Dissertation in Politics and International Relations - PIR-40105 Research in Action - PIR-40095 Qualitative Research Methods - GRT-40021 Quantitative Research and Data Analysis - GRT-40020 Advanced Approaches to Politics and International Relations - PIR-40144
Demonstrate systematic understanding of how to apply research methods to tackle problems and questions in the academic discipline of global health policy.	All modules
Demonstrate originality and criticality in the application and interpretation of knowledge.	All modules
Demonstrate self-direction and originality in tackling and solving problems, using research techniques to plan and implement tasks at an advanced level.	All modules

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Demonstrate self-direction and originality in employing strategies to address problems, issues, and theories of debates in global health, as a field of Politics and International Relations.	All modules
Systematically evaluate complex issues and critically evaluate evidence and data to reach sound judgements, in the absence of complete data, about a chosen research topic or discipline-specific area.	All modules
Communicate appropriately using higher-level writing skills, aimed at specialist and non-specialist audiences, with appropriate use of academic referencing.	All modules

8. Final and intermediate awards

Master's Degree	180 credits	You will require at least 150 credits at Level 7
Postgraduate Diploma	120 credits	You will require at least 90 credits at Level 7 A student can be awarded the postgraduate diploma if they successfully accumulate 120 credits. This is achieved by gaining credits in taught modules. This must include the compulsory modules. Dissertation credits are excluded from the award of a postgraduate diploma.
Postgraduate Certificate	60 credits	You will require at least 40 credits at Level 7 A student can be awarded a Postgraduate Certificate if they successfully accumulate 60 credits. This is achieved by gaining credits from any combination of taught modules, but must include the compulsory module Global Governance of Health. Dissertation credits are excluded from the award of a postgraduate certificate.

9. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- Research report
- Reflective report
- Review
- Consultancy report
- Case study reconstruction plan
- Case study
- Research proposal
- Essays
- Briefing paper
- Presentations
- Project

The degree is primarily assessed through written work. Many of these assessments are topics which students choose to fit with their research interests, hence enhancing the ability of students to specialise. The assessed work enables the assessment of the student's understanding of the module content and also enables the assessment of the student's analytical abilities, and the student's evaluation of particular debates, source material or evidence. The case study provides an in-depth analysis of a particular example of a chosen theme; the briefing paper enables students to demonstrate their understanding of how to present policy-related problems to a sceptical audience

The research report, reflective report and dissertation facilitate the assessment of the student's ability to select, apply and evaluate appropriate research methodologies for any chosen field of study. The research report and some presentations also enable students to work as part of a team and develop teamwork skills.

The independent research dissertation is assessed based on the student's demonstration of their ability to apply research methodologies critically to address research questions informed by research scholarship in the field of international diplomacy, critically evaluate evidence and reach independent judgements based on their evaluations.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve

the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

10. Accreditation

This programme does not have accreditation from an external body.

11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

12. What are the typical admission requirements for the Programme?

Students should have a first-class or second-class honours degree or equivalent. A student's undergraduate degree should be in a related subject in the social sciences (Politics, International Relations, Sociology, Geography) or cognate disciplines to this degree which includes healthcare or life sciences.

When English is not a first language, evidence of English language competence will be required (IELTS 6.5 or equivalent, with a minimum of 5.5 in each sub-test)

See the relevant course page on the website for the admission requirements relevant to this programme: <https://www.keele.ac.uk/study/>

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

13. How are students supported on the programme?

Each student is allocated a member of the programme team as an Academic Mentor. Meetings are arranged for the Mentee to meet with their academic mentor, normally face to face, to review overall progress. Extra meetings can be scheduled at the student's request, and academic mentors, as well as module coordinators, are on hand to give guidance concerning the intellectual content of the degree programme, as well as to answer queries about the development of students' written or oral assessments. Students receive written feedback on their assessed work and are also encouraged to meet their module tutors to discuss any feedback on assessments, and students can consult their academic mentor or module coordinator any about feedback or academic issues about which they require further clarification.

The programme organises a staff-student voice committee, in which student representatives can discuss any areas of concern.

The University's Language Centre offers a range of services to students whose first language is not English, including language classes (credit and non-credit bearing), and one-to-one tutorials that offer individual language support with assignments.

The Keele Institute for Innovation and Teaching Excellence (KIITE) offers one-to-one support to help students develop their academic practice, be it academic reading, critical thinking, academic writing or presentation skills. This is delivered through Write Direction, a service which students can book online at their convenience.

A specialist postgraduate Student Experience and Support Officer (SESO) is also available through student services to support students with pastoral concerns.

The School of Social Sciences (SoSS) also facilitate sessions with our subject librarian to enhance student skills in identifying and accessing relevant reading resources, source material and data.

Students also can use the resources of Keele Careers to find out more about the kinds of career opportunities open to them, to receive guidance on how to apply for specific jobs, and to receive advice on how to prepare for job applications or interviews. Keele Careers runs workshops on a range of topics and also provides one-to-one sessions for individually focused support.

14. Learning Resources

The main body of the course is developed through self-study materials, which comprise mainly traditional text-

based resources available in the library, through e-journals, and supported by, where appropriate, electronic resources accessed through the Keele Learning Environment. The latter resource is also used to enhance student support during the period of the course, in particular through Keele's online study skills module, StudyWrite (e.g. referencing, and avoiding plagiarism).

SoSS will usually run 1-2 or more designated study skills workshops with the assistance of a member of the university's student support team to strengthen student research skills, such as how to read and summarise academic scholarship, proper use of referencing systems, etc. SoSS also facilitate sessions with our subject librarian to enhance student skills in the finding and storing of subject-specific reading resources, source material and data.

International students whose first language is not English will have a diagnostic language assessment by the Language Centre. Where a student is evaluated by the Language Centre as needing Academic English support via modules ENL-40001 or ENL-40002 Academic English for PG Students, the student is expected to take the recommended Academic English module as a module option contributing to the overall course credits (i.e. 15 credits of 180 credits). Native or near-native English-speaking students may, as an alternative, normally take ONE semester 1 or 2 modules in one of the languages offered by the Language Centre or a further subject-related (level 7) option module relevant to their research area.

15. Other Learning Opportunities

Each academic year, SoSS organise research seminars at which researchers present their work. Students are encouraged to attend to hear leading-edge research being conducted in a range of social science subjects, as well as cognate disciplines.

Students also can attend public talks offered by the School and University, including the Institute for Liberal Arts and Sciences Grand Challenges lectures and Keele World Affairs, both of which attract big-name speakers. SoSS runs a Spotlight in International Relations lecture series where notable alumni come to Keele to talk about their subsequent careers and issues in international relations, including global health policy.

16. Additional Costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

18. The principles of programme design

The MSc in Global Health Policy is designed to complement the University's Learning and Teaching assessment strategies, extending the University's emphasis on internationalisation, and on real-world applications of theoretical problems in the postgraduate curriculum.

The programme's structure reflects the University's commitment to providing flexible learning environments for both recent graduates seeking to develop their subject-specific and transferable skills, students with professional experience, and students from a variety of backgrounds, international or domestic, with the aptitude or intention to enter professional service.

It aims to develop varied skills and capacities in a dynamic learning environment, using multi-media resources and drawing on significant research and teaching expertise, in a manner that complies with the Quality Assurance Agency's standards for higher Education programmes, such as its Framework for Higher Education Qualifications for England, Wales and Northern Ireland.

Specifically, the programme contains assessments that engage learners in different ways (presentations, different forms of written work for different purposes) and that enable students to preserve the legacies of their work when progressing to the workplace. Employability is integrated into the programme through the tackling of specific real-world problems relevant to global health policy throughout the curriculum, and the assessment of students' engagement with those problems, and ways to meet them, in assessment. It is further enhanced by visiting speaker events. Global perspectives are at the heart of the programme. The programme explores global inequality and barriers to the peace and prosperity of the planet, and human life on it, which is inclusive by design.

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

(NB: QAA Subject Benchmark Statement: There is no subject benchmark in this area at Master's level)

Version History

This document

Date Approved: 26 June 2024

What's Changed

PIR-40136 removed.

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
------------	------	-------	---------------	--------------------------------------