

# International Development and Health

<b>Final award</b>	<i>MSc</i>
<b>Intermediate awards available</b>	<i>PGCert, PGDip</i>
<b>UCAS code</b>	<i>N/A</i>
<b>Details of professional body accreditation</b>	<i>N/A</i>
<b>Relevant QAA Benchmark statements</b>	
<b>Date specification last up-dated</b>	<i>July 2014</i>

## Programme content

It is increasingly important for those working in international development, policy makers, workers attached to Non-Governmental Organisations (NGOs) and public health practitioners to appreciate the relationship between health and development processes. This programme is relevant to those who are working or have an interest in international development and whose work may have a strong health-related focus. Similarly, those who are working in public health roles may potentially benefit from an international development perspective to their work.

The programme is flexible, offering the opportunity to study full or part-time, and intermediate awards such as a PG Cert Associate Cert, PG Cert and PG Dip in addition to studying for a full Masters. There will be an opportunity to choose one optional module from a variety taught either by the core team or within related fields such as Refugee Studies and Health Promotion.

There will be four core modules. The first, Development in the International Context (Sem A) provides students with a thorough intellectual grounding in the understandings of development and globalisation through the twentieth and into the twenty-first centuries, introducing them to the main development actors. The second, Public Health: Policy and Strategy (Sem B), examines and analyses the context in which Public Health policies are developed, decisions are made and resources are allocated. The focus is on examining and analysing, in a theoretical context, the effect of policies on public health practice.

The third core module (Sem B) will introduce students to the key theoretical understandings and skills to undertake research in the social sciences, providing them with both qualitative and quantitative inputs. The fourth core module will be an opportunity for the student to develop their own research project, using the skills learned in Sem B. This dissertation module will be undertaken in Sem C and students will be supervised by staff within the core team, according to their area of expertise.

## MSc International Development and Health at UEL

- A unique opportunity to bring together the cross-disciplinary understandings of development and health studies within one programme.
- A critical approach with a strong emphasis on building intellectually sound practitioner knowledge for the health and development sector.
- Taught by research active staff based within the Schools of Health and Biosciences and Law and Social Sciences.
- Flexible programme with part time study and intermediate qualification options.
- Diverse teaching methods including student blogging, policy briefs, seminars, lectures, Guest Lecture programme.

### **Entry requirements**

Applicants to the MSc should normally hold a first class or second class (2:1 or 2:2) honours degree in a related area including social sciences, health or health promotion. Applicants who are not graduates but who have at least two years relevant research or professional experience may be considered. Applicants with the required honours degree need not have practical experience to apply but may wish to use this programme to progress into a practice-based career. Eligibility for students without degree-equivalent qualifications will be assessed on the basis of a short essay and statement. Places will be offered to students applying without formal requisite qualifications after this assessment and a successful interview with a member of the programme team. International students may be interviewed by phone or Skype.

In the case of applicants whose first language is not English, then IELTS 6.5 (or equivalent) is required with no score below 6.0. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes.

Students that apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010

### **Programme structure**

To ensure a flexible access to the programme for students we will run in full and part time mode with a September start. Intermediate awards will be available for those completing 30, 60, or 120 credits.

### **Learning environment**

Diverse teaching methods including presentations and workshop sessions, lectures, seminars, Audio Visual material and guest speakers. Written material such as lecture notes as well audio podcast material will be available to students via UEL's Virtual Learning Environment. Students will receive individual supervision to help with the preparation for their coursework.

### **Assessment**

Each module is assessed independently. All modules carry 30 credits except the Dissertation, which carries 60 credits. Modules are assessed by coursework which is comprised of essays, policy briefings, reports, presentations and projects.

### **Relevance to work/profession**

This programme is geared towards those working in or intending to work in international development, policy-makers, workers attached to NGOs and public health practitioners.

### **Dissertation/project work**

The independent dissertation is a key part of Masters level education; hence it carries twice the credit rating of other modules. Your dissertation can be linked to your current professional work and this can be discussed with your personal supervisor.

### **Your future career**

Existing practitioners will be able to develop their career through attaining a specialist qualification. Those wishing to establish a career as a development and health specialist will be able to use this programme to achieve their professional goals. Destinations will include development and health planning and policy roles with development agencies, consultancies, or NGOs, related areas such as development planning and policy research more broadly. For those interested in continuing in academia the programme provides strong research grounding for continuing to PhD level.

### **How we support you**

All students will be allocated a personal tutor in addition to support from programme/module leaders. Support includes one-to-one meetings and email and telephone support where needed. Students are encouraged to attend events (such as public lectures) at the newly established Centre for Social Change and Research and other relevant UEL/LSS/HBS events.

### **Bonus factors**

- Practitioner relevance
- East London location with a rich heritage of social activism
- Strong ties between programme staff and development agencies and NGOs

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- Develop an in-depth theoretical understanding of the key debates and issues within development and public health.
- Develop advanced professional skills associated with development and health policy-making and planning.
- Develop understandings of the methods available to research development and health interventions, policy and strategy.
- Undertake an independent research project using appropriate methods to collect and analyse data.

### **What will you learn?**

#### **Knowledge**

- Understand the key academic debates in development and public health in the last and present century
- The contemporary challenges in planning and implementing evidence-based policy and strategy in the context of health in developing countries.
- A range of qualitative and quantitative research methods available to social science research

#### **Thinking skills**

- Ability to apply a range of different development approaches to public health problems.
- Ability to reflect on own professional practice in relation to academic debates across the fields.
- Ability to apply qualitative and quantitative research methods to an intellectual problem

#### **Subject-Based Practical skills**

- Ability to design and implement a research project
- Ability to write reports and briefings analysing and critiquing policy and strategy
- Ability to analyse and interpret data

#### **Skills for life and work (general skills)**

- Ability to communicate effectively, verbally and in writing
- Research and time management skills
- Ability to work and present as part of a team

### **The programme structure**

#### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

0 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme

1 equivalent in standard to the first year of a full-time undergraduate degree programme

2 equivalent in standard to the second year of a full-time undergraduate degree programme

3 equivalent in standard to the third year of a full-time undergraduate degree programme

M equivalent in standard to a Masters degree

### **Credit rating**

The overall credit-rating of this programme is 30 for PG Associate Cert, 60 for PGCert, 120 for PGDip and 180 for Masters.

### **Typical duration**

The typical duration of this programme is 1 year full-time or 2 years part-time. It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

### **How the teaching year is divided**

The teaching year is divided into two semesters of roughly equal length. A typical student registered in a full-time attendance mode will study two 30 credit modules per semester and a typical student registered in a part-time attendance mode will study one or two modules per semester. The advanced independent research module takes place during the summer period.

### **What you will study when**

Full-time students must complete 180 credits (includes dissertation) in Year 1.

Part-time students will complete 60 credits in Year 1 and 120 credits (includes dissertation) in year 2.

The following are the core and optional requirements for this programme:

<b>Level</b>	<b>UEL Module</b>	<b>Module Title</b>	<b>Credit Status</b>
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<b>Code</b>				
M	AIM 201	Development in the International Context	30	Core
M	HSM 102	Public Health: Policy and Strategy	30	Core
M	AIM 204	Qualitative Research Methods for the Social Sciences	30	Core
M	AIM 403	Double Dissertation	60	Core
M	AIM 203	Sustainable Development and the Commons	30	Optional
M	AIM 402	Current Issues in Forced Migration	30	Optional
M	HSM 103	Health Promotion: Theory and Practice	30	Optional
M	HSM 104	Core Themes and Structures in Health Promotion	30	Optional

### **Requirements for gaining an award**

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level M. In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level M. In order to obtain a Masters, you will need to obtain 180 credits at Level M. These credits will include a 60 credit level M core module of advanced independent research.

### **Masters Award Classification**

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

70% - 100%	Distinction
60% - 69%	Merit
50% - 59%	Pass
0% - 49%	Not passed

## **Further information**

Contact Dr Meera Tiwari, Programme Leader [m.tiwari@uel.ac.uk](mailto:m.tiwari@uel.ac.uk)

## **Teaching, learning and assessment**

### **Teaching and learning**

Knowledge is developed through

- lectures
- seminars
- workshops
- tutorials
- guided reading

Thinking skills are developed through

- lectures
- seminars
- group discussions
- assessed course work

Practical skills are developed through

- essay, report writing and policy briefings
- library and archive research
- workshops
- research seminars
- independent research project

Skills for life and work (general skills) are developed through

- independent and collaborative research
- individual or group problem-solving
- report, policy brief writing
- presentation of report or group work

### **Assessment**

Knowledge is assessed by

- essays and reports
- exam
- poster presentation
- policy briefings and blogs
- dissertation

Thinking skills are assessed by

- essays and reports
- exam
- poster presentation
- policy briefings and blogs
- dissertation

Practical skills are assessed by

- essays and reports
- exam
- poster presentation
- policy briefings and blogs
- dissertation

Skills for life and work (general skills) are assessed by

- essays and reports
- exam
- poster presentation
- policy briefings and blogs
- dissertation

## **How we assure the quality of this programme**

### **Before this programme started**

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Student representation on programme committee

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the programme notice board
- updates from teaching staff

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- Questionnaires to former students
- Annual student satisfaction questionnaire
- Discussions with visiting practitioners

### **Further information**

#### **Where you can find further information**

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The student handbook
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- School web pages [www.uel.ac.uk/lss](http://www.uel.ac.uk/lss) and [www.uel.ac.uk/hsb](http://www.uel.ac.uk/hsb)