

Part A: Programme Summary Information

1 Title of Programme	Global Health		
2 Programme Code	MSC/GH		
3 Entry Award (s):			
3a Entry Award 1	MSc – 180 Credits:7		
3b Entry Award 2	PGDip – 120 Credits:7		
3c Entry Award 3	PGCert – 60 Credits:7		
4 Exit Award (s):			
4a Exit Award 1	MSc – 180 Credits:7		
4b Exit Award 2	PGDip – 120 Credits:7		
4c Exit Award 3	PGCert – 60 Credits:7		
5a Start Date	September 2022	5b End Date	September 2023
6 Frequency of Intake	Annually		
7 Mode of Study	PT		
8a Applicable Framework	LSTM LT REG 01		
8b Exemption Required			
8c Exemption Approved			
8d Details of Exemption			
9 Director of Studies	Martha Chinouya		
10 Board of Studies	Global Health Board of Studies		
11 Board of Examiners	MSc Board of Examiners		
12 External Examiner(s)	Professor Mireille Toledano		
13 Professional or Other Body	None		
14 Reference Points	Priorities of relevant national and international organisations in global health (Department for International Development, UK; United States Agency for International Development; World Health Organisation); QAA Master's Degree Characteristics Statement (2020); The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014).		
15a Home/EU Fee	£12,900	15b Overseas Fee	£12,900
16 Additional Costs to the Student			

Part B: Programme Aims and Outcomes

17 Overview of the Programme

The Programme seeks to address priorities identified in several global health frameworks. These priorities include addressing global health inequalities through workforce development, leading the improvement of health systems, facilitating universal health coverage, promoting gender equity and creating meaningful partnerships for health improvement. These frameworks include the Sustainable Development Goals (SDGs), the 'One Health Agenda', Public Health England's Global Health Strategy, Africa Health Strategy (2016-2030), World Health Organisation Health Systems Framework, Centre for Disease Control Global Health Strategy.

The Global Health Programme (hereafter referred to as the 'Programme') is underpinned by LSTM's mission of decreasing the disease burden in resource-poor settings through research, education and building capacity and is supported by LSTM's teaching expansion strategic plan. The Programme contributes towards building skills and competencies of organisations and individuals working in the global health sector. As a student on the programme, you will develop high level transferable knowledge, intellectual and practical skills, enabling you to take a leadership role in providing technical support and addressing the social determinants of health. You will be able to work with diverse populations in a wide range of settings.

The competency based curriculum was developed following close consultation with a programme advisory group (employers and key stakeholders) and informed by evidence to ensure relevancy and graduate employability as well as a review of global health competencies from agencies such as the Africa Schools of Public Health, Public Health England, Faculty of Public Health, The Association of Schools of Public Health in the European Region, CDC and WHO. Competencies were iteratively mapped to key global health issues to ensure that graduates will be equipped with the knowledge and skills to be global health leaders, innovative problem-solvers, critical/reflexive thinkers and knowledge generators.

The programme covers a wide range of global health topics that provide key analytical, technical and practical skills for working in a diverse global world. The Core Modules are: Global Health, Research Methods and Leadership in Health Systems Management. Optional modules at this stage are: Epidemiology and Statistics, Qualitative Research Methods in Global Health, Working with Diverse Communities, Climate Change and Health. Further optional modules will be developed and available over the next three years. You will also have access to a wide range of tailor-made learning resources to support your study skills, for example academic writing, evidence-based practice and critical appraisal. Following the taught component, and supported by a supervisor, you will complete a dissertation on a global health topic that is of interest to you and/or your employer/organisation. For this, you may follow a conventional research route or undertake an audit, policy analysis to reflect your interests and professional settings. By the end of the programme, you will have acquired skills and knowledge to undertake primary research, monitor and evaluate health interventions, manage change, take leadership roles and contribute effectively in responding to global health issues. Graduates will be effective communicators who understand cultural diversity, human rights and are reflective practitioners, guided by professional values.

The competency-based programme will be delivered through a student-centred predominantly asynchronous online provision and self-directed learning. The curriculum is benchmarked against the QAA Masters' Degree Characteristics (2020), the Revised UK Quality Code 2018, Framework for Higher Education Qualifications of UK Awarding Bodies (2014).

18 Aims of the Programme

No.	Specific Aim	Entry Award
1	To equip students with appropriate knowledge about the global burden of disease and intellectual and practical skills so that they can develop high quality and effective interventions that address health inequities, strengthen health systems and improve health in global settings.	
2	To enhance students' leadership and management skills, and to enable them to work effectively and efficiently within global health systems.	
3	To provide students with the knowledge and skills to protect populations against environmental hazards and enable them to influence the socioeconomic and cultural determinants of health operating at the local and global levels.	
4	To enhance students' qualitative and quantitative research skills, so they are better able to critically appraise evidence and develop evidence-based interventions.	
5	To develop independent, reflective graduates that take ownership of their careers and lifelong learning.	

19 Skills and Other Attributes

No.	Skill/Attribute	Module(s)	Mode of Assessing
1	To generate, evaluate and appraise various forms of research evidence.	All taught modules Dissertation	Formative and summative assessments/group work/oral presentations
2	To communicate ideas to different audiences, both orally, in writing and using information technologies.	All taught modules Dissertation	Formative and summative feedback
3	To make critical decisions in complex and unpredictable situations.	All taught modules Dissertation	Formative and summative assessments/group work/oral presentations.
4	To take responsibility for independent and self-directed learning and managing set goals, time and prioritise to meet deadlines.	All taught modules Dissertation	Group work Formative and summative feedback
5	To work effectively both independently and collaboratively.	All taught modules Dissertation	Online discussions, individual and group formative and summative assessments.

20 Subject Based Learning Outcomes

A Knowledge and Understanding. Upon successful completion of the programme, a student should have developed and be able to demonstrate:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
A1	Critical knowledge and understanding of global burden of disease, surveillance strategies including research methodologies and effective leadership of strengthening health systems.	Global health; Research methods; Leadership in health systems management.	Summative and formative assessments; Posters; Group work; Research proposal; Reports	
A2	Critical knowledge and understanding of politics, policies and strategies that influence the social determinants of health and mitigates against the threat of climate change on health with diverse populations.	Leadership in health systems management; Global health; Research methods; Working with diverse communities; Climate change and health; Epidemiology and statistics; and Qualitative research in a global world.	Summative and Formative assessments; Posters; Group work; Research proposal; Reports	
A3	Critical knowledge and systematic understanding of surveillance in resource poor settings and the use of social science perspectives in global health practices.	Global health; Climate change and health; Working with diverse communities; Epidemiology and statistics; Research methods	Summative and Formative assessments; Posters, Group work; Research Proposal, Reports.	
A4	Critical knowledge and understanding of human rights, culture, legal frameworks, professional values when working with diverse global communities.	Working with diverse communities; Leadership in health systems management; Research methods, Qualitative methods in global health; Climate change and health.	Summative and Formative assessments; Posters; Group work; Research proposal; Reports	
A5	Apply the knowledge gained from the programme to critically explore and provide solutions to a specific global-health related issue.	Leadership in health systems management; Global Health; Climate change and health; Epidemiology and statistics; Working with diverse communities; Dissertation.	Summative and Formative assessments; Posters; Group work; Research proposal; Reports.	

B Cognitive Skills. Upon successful completion of the programme, a student should be able to:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
B1	Use public health intelligence to critically analyse, synthesise and evaluate information from a variety of sources and assess population health risks and wellbeing status; and explore the relationship between cause and effect in a	Research methods; Global health; Leadership in health systems management and	Summative and Formative assessments; Group work; Research proposal;	

	range of global settings.	dissertation.	Reports	
B2	Use a holistic, problem solving approach to analyse health problems and provide solutions that will improve health system and provide safe and reliable quality services.	All modules	Summative and Formative assessments; Group work; Research proposal; Reports	
B3	Apply critical thinking skills to the development and delivery of public policy for health and wellbeing	All modules	Summative and Formative, all award assessments; Group work; Research proposal; Reports	
B4	Critically appraise and assess evidence for effectiveness and to monitor and evaluate interventions and services.	All modules	Summative and Formative assessments; Group work; Research proposal; Reports	
B5	Apply the principles and values of ethical practice regarding the design and practice of research studies; consent and confidentiality in the collection of data, and publication.	Dissertation	Dissertation	

C Practical/Professional Skills. Upon successful completion of the programme, a student should be able to:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
C1	Critically apply research principles and appraise research evidence based on quantitative and qualitative methodologies to provide evidence that informs global health interventions.	All modules	Summative and Formative assessments, Group work; Research proposal; Reports	
C2	Take a leadership role in managing change and contribute effectively in responding to the social determinants of health operating at local and global levels.	All modules	Summative and Formative assessments; Group work; Research proposal; Reports	
C3	Apply skills of cultural awareness and competency and apply appropriate governance frameworks to engage effectively with communities and improve health and wellbeing	All modules	Summative and Formative assessments; Group work; Research proposal; Reports	
C4	Communicate and negotiate effectively with colleagues and the public, and act as an advocate for all, particularly for disadvantaged groups and influence decision makers about policies and practices that affect health and wellbeing	All modules	Summative and Formative assessments; Posters; Group work; Research proposal, Reports	
C5	Undertake research investigations in a responsible and ethical manner and accurately record and critically analyse the data.	Dissertation	Summative and Formative assessments; Group work; Research proposal; Reports	

21 Career Opportunities

Global health careers include disease control, research, education, disease prevention and management of health systems. Graduates can be involved with strengthening local health systems, developing strategies, policies to tackle communicable/ non-communicable diseases, managing disasters resulting from human conflicts, climate change and subsequent population displacements. There have been several global health emergencies that require global health skills and competencies. There are several potential employers of global health graduates eg Public Health England, local authorities, agencies of the United Nations, World Health Organisation, Centre for Disease Control and philanthropic organisations, local Ministries of Health, Health Departments, national/international disease control agencies, aid organisations or universities, education, agriculture, non-governmental organisations and charities. Graduates can become global health consultants, educators, researchers, managers, advocacy or community workers

Part C: Entrance Requirements

22 Academic Requirements	The MSc Global Health Programme is open to university graduates with a good degree in the health, natural and applied sciences and social sciences disciplines. Non-graduates with considerable work experience in the health sector of low, middle or high-income countries and evidence of continued academic development through appropriate in-service training will also be considered.
23 English Language Requirements	The programme is taught in English. Students whose first language is not English must normally provide evidence of an IELTS (International English Language Testing System) score of at least 6.5 with a minimum of 5.5 in all learning components, or a TOEFL (Test of English as a Foreign Language) score of at least 88 for the Internet-based Test (iBT), with minimum scores of 21 for Listening and Writing, 22 for Reading and 23 for Speaking. Tests should be within their validity period of 2 years. Other English Language Tests and country specific English Language qualifications are also accepted - a full list with details of levels required can be found on the LSTM website (http://www.lstmed.ac.uk/study/how-to-apply/english-language-requirements). Applicants who have recently completed a degree level qualification taught in a majority English speaking country (as defined by UK Visas and Immigration (UKVI) may also be accepted at the discretion of the Director of Studies.
24 Recognition of Prior Learning	All programmes of study will permit entry with credit attributed to previous certificated study up to a total of one third of the credits required to be awarded a Master's Degree, Postgraduate Diploma or Postgraduate Certificate or Postgraduate Award.
25 Work Experience	Graduates from recognised universities generally require at least a year of professional or voluntary work experience in health or a related area. Candidates without this work experience are eligible, provided they can demonstrate an understanding and engagement with global health issues.
26 Other Requirements	Basic IT skills in Microsoft Office software especially Word, Powerpoint and Outlook.

Part D: Programme Structure

27a Overview

27b Timetable

Note: All taught modules are 20 credits (200 learning hours)
Dissertation module is 60 credits (600 learning hours)

MSc Global Health (Current Structure)					
	Week	Year 1		Year 2	
Semester 1		Induction Week		Induction Week	
		Study Skills Week		Study Skills Week	
	1	Module 1 DLTrop201 Global Health (Core)	Module 2 DLTrop202 Research Methods (Core)	Module 5 DLTrop207 Climate Change and Health (Optional)	
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	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				
12					
13					
	Christmas Break		Christmas Break		
	Revision & Assessment Weeks x 2		Revision & Assessment Weeks x 2		
Semester 2	1	Module 3 DLTrop203 Leadership in Health Systems Management (Core)	Module 4 DLTrop204 Epidemiology & Statistics (Optional) OR DLTrop205 Qualitative Research (Optional)	Module 6 DLTrop206 Global Health in Local Contexts (Optional)	DLTrop208 Dissertation
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	3				
	4				
	5				
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	8				
	9				
	10				
	11				
	12				
	Easter		Easter		
	Revision & Assessment Weeks		Revision & Assessment Weeks		
Semester 3	1	DLTrop208 Dissertation (Core)			
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Part E: Learning, Teaching and Assessment Strategies

28 Learning, Teaching & Assessment Strategy

The L&T strategy is designed to help all students to express their full potential through a range of student-centred blended learning approaches, incorporating predominantly an asynchronous online provision and self-directed learning. Acknowledging the multi-disciplinary experience of MSc Global Health students, the L&T approaches reflect the diversity of the LSTM student population and an ethical and culturally sensitive approach is emphasised throughout. Whilst lectures delivered online highlight key points, reinforce knowledge and provide participants with a core knowledge base, students are expected to enhance this core knowledge and become reflective independent learners through guided enquiry-based self-directed learning and use of online learning packages, including non-credit bearing study skills. Self-directed learning is supported through structured and planned on-line discussions with moderators. To develop cognitive and intellectual skills, the programme includes online discussions of key issues, analysis and interpretation of resource material and practice in applying concepts and solving problems. Online group work develops students' abilities to work cooperatively, promotes creativity, provides opportunities to reflect critically and enables participants to take more responsibility for their own learning as well as from each other.

The assessment strategy is designed to encourage the student to develop and improve on a range of skills, including synthesising and evaluating information, academic writing, numerical and IT skills, team-working, presentation skills, and time management. Both formative and summative assessment approaches are used. General assessment procedures, assessment criteria and regulations with respect to late submission are communicated to students in the LSTM Master's Student Handbook. Students are directed to the relevant module area in Brightspace for information relating to specific assignments.

29 Assessment Schedule

MSc Global Health Assessment Schedule

Module	Timing	Assessment strategy	% of module mark
DLTrop201 Global Health (R)	In module	Group Presentation	20
		Briefing Paper (1000 words)	30
	End of module	Essay (2000 words)	50
DLTrop202 Research Methods (R)	In module	Mini Quantitative Review (2000 words)	50
	End of module	Qualitative Research Proposal (2000 words)	50
DLTrop203 Leadership in Health Systems Management (R)	End of Module	Written report (1000 words)	55
		Presentation (10 minutes)	15
		Portfolio synthesis essay (1000 words)	30
DLTrop204 Epidemiology & Statistics (O)	In module	Individual Presentation	25
	End of module	Written Report (3000 words)	75
DLTrop205 Qualitative Research (O)	End of module	Written Report (4000 words)	100
DLTrop206 Global Health in Local Contexts (O)	In module	Essay (4000 words)	100
DLTrop207 Climate Change & Health (O)	In module End of module	Group Presentation	15
		Essay (2500 words)	70
		Reflection (500 words)	15
DLTrop208 Dissertation (R) <i>(for MSc only)</i>	In-module	Research proposal <i>(formative but must be approved before progression to the research project)</i>	0
	End of Module	Dissertation (16,000 words)	100

30 Pass Mark

The pass mark for each module is 50%

31 Compensation and Resits

Compensation

Where the overall average mark in all taught modules is 50% or above, a mark of 40-49% in one module of 20 credits will be deemed compensatable. The compensation rule will not apply to the Postgraduate Award or to stand-alone modules. marks for modules passed by the compensation rule will be recorded as a pass mark of 50%.

Re-sits

Students who fail one or more modules at the first attempt will normally be offered one reassessment opportunity for each failed component. Reassessment will normally take place in the defined reassessment period, but where this is not possible, within twelve months of the failed assessment. A failed research project may be submitted on one further occasion only, within one year of the original date of submission. Marks achieved through reassessment will be capped at 50% for the purpose of calculating the overall average mark and determining classification for an award. The actual mark achieved through reassessment will be the mark recorded on the transcript. Students will not be permitted a reassessment opportunity for any module or assignment they have passed, with the aim of improving the mark, except in the case of extenuating circumstances. Further information relating to the re-sitting of examinations, including time of re-sits, can be found in the LSTM Masters Student Handbook.

32 Marking Descriptors

LSTM has generic assessment criteria applicable to all written work (below). Assessment criteria for individual assignments can be accessed by students in the module Brightspace folder

%	COMMENTS
90-100	Distinction Absolutely outstanding answer. Factually flawless; strong degree of originality and critical insight; clearly organised; comprehensive coverage; extensive evidence of supplementary reading; style and presentation excellent.
80-89	Distinction Outstanding answer. Factually flawless; clearly organised; logical; good evidence of supplementary reading; originality and critical insight present; style and presentation excellent.
70-79	Distinction Very good answer. Factually flawless; some originality of thought and critical insight; evidence of outside reading; good coverage; style, presentation and organisation very good.
60-69	Merit Comprehensive answer. Clear; logical; thorough; factually sound with no serious errors; evidence of outside reading and/or originality and critical insight; style, presentation and organisation good.
50-59	Pass Adequate answer. Accurate but limited to lecture material; perhaps some errors or key facts missing; no originality; little evidence of outside reading; style, presentation and organisation moderate.
40-49	Fail Incomplete answer. Information sparse; some inaccuracies; answer broadly relevant to question but poor coverage of lecture material; no sign of outside reading; style, presentation and organisation poor.
30-39	Fail Deficient answer. Poorly directed at question; many omissions or errors but some relevant facts correct; understanding poor; style, presentation and organisation poor.
15-29	Fail Very deficient answer. Answer largely irrelevant to the question; a few facts correct but many omissions and errors; style, presentation, grammar, and organisation very poor.
0-14	Fail Totally inadequate answer. Little relevance to question or little factual material; wrong approach; style, presentation, grammar and organisation extremely poor.

33 Final Award and Alternative Qualifications

Final Award

A mark of Merit or Distinction will be awarded according to the criteria below. A Merit or Distinction may be awarded if a student has failed and then passed on re-sit any credit that counts towards the final award during the relevant period of study at LSTM, however, marks are capped at 50% for the purposes of calculating the award. Marks achieved in modules which are passed under the compensation rule may also be counted towards a Merit or Distinction. It should be noted that students who register on a Master's, Postgraduate Diploma or Postgraduate Certificate but who exit with a lower award, will be eligible for a Merit or Distinction for the lower award, provided the student meets the criteria outlined below:

For a Master's Degree with Distinction a student must achieve:

- A Distinction grade for the dissertation and;
- an overall average of at least 70% in 120 credits of taught modules

For a Postgraduate Diploma with Distinction a student must achieve:

- an overall average mark of at least 70% in 120 credits of taught modules; or
- an overall average mark of at least 70% in 60 credits of taught modules and a Distinction grade for the dissertation

For a Postgraduate Certificate with Distinction a student must achieve:

- an overall average mark of at least 70% in 60 credits of taught modules

For a Master's degree with Merit a student must achieve:

- A Merit grade for the dissertation and;
- an overall average mark of at least 60% in 120 credits of taught modules

For a Postgraduate Diploma with Merit a student must achieve:

- An overall average mark of at least 60% in 120 credits of taught modules; or
- an overall average mark of at least 60% in 60 credits of taught modules and a Merit grade for the dissertation

For a Postgraduate Certificate with Merit a student must achieve:

- an overall average mark of at least 60% in 60 credits of taught modules

Average marks falling up to 2% below any grade boundary are deemed to be borderline cases. In these cases, the award is determined by consideration of the profile of marks across all taught modules. To be awarded the higher grade, at least 50% of the taught credits must be at the higher grade.

Students who take modules on a stand-alone basis will become eligible for an award with Distinction or Merit where they:

Subsequently register for a programme of study which leads to an award and successfully complete the required credit through the study of appropriate modules as defined in the programme specification or; accumulate sufficient credit for an unnamed award in accordance with an approved programme of study.

Where a student has successfully completed modules which exceed the required credit for the award the calculation of the overall average mark and determination of classification will be based on the modules with the higher marks.

Criteria for the award of an alternative qualification

If a student fails to meet the criteria for the award of a Master's degree, a Postgraduate Diploma, or Postgraduate Certificate, or is unable to complete the programme he or she registered for, he or she will be eligible for the award of one of the following as an exit qualification:

Postgraduate Certificate in Global Health - this will be awarded to students who have previously registered for either the Master's degree or Postgraduate Diploma provided that the student has achieved a minimum of 60 credits. The credit may not include any dissertation credits. To qualify for a 'named' Postgraduate Certificate, the credits achieved must include the three core modules.

Postgraduate Diploma in Global Health - this will be awarded to students who have previously registered for the Master's degree provided that the student has achieved a minimum of 120 credits. The 120 credits may include dissertation credits to the value of 60 credits. To qualify for a 'named' Postgraduate Diploma in Global Health, the credits achieved must include the three core modules.

Students who fail to achieve the required credits for a named award will exit with an unnamed award.

Part F: Quality Assurance

34 Examination Process

The Masters Board of Examiners consists of the LSTM Director (Chair), Dean of Education, Academic Registrar (Secretary), the External Examiners from all LSTM MSc programmes and all members of academic staff who have made a major contribution to the teaching and assessment of the programmes.

The Terms of Reference are as follows:

- To monitor methods of assessment against set learning outcomes and programme requirements
- To ensure standards of assessment are maintained
- To assess students' performance in accordance with regulations
- To reach overall decisions concerning awards
- To make recommendations to the Board of Studies on the conduct and standards of all assessment procedures

External Examiners are responsible for ensuring that awards made by LSTM are of a comparable standard with those of similar subjects and awards of other Higher Education Institutions in the United Kingdom, as stated in the Code of Practice on External Examining of Taught Programmes which is available at: <http://www.lstmed.ac.uk/study/quality-manual>

Further information on the assessment policies and procedures can be found in the LSTM Masters Student Handbook, including:

- The penalties for the late submission of assessments
- The rules relating to plagiarism and collusion
- Ill-health and other special factors

Information on the purpose, method and schedule of assessment and the timescales for the submission of assessments can be found in the Programme Handbook (available on the LSTM student intranet) and on the Brightspace programme page.

35 Student Representation and Feedback

Student Representation and Feedback

LSTM is committed to receiving and responding to student feedback in order to develop learning and teaching within the institution and to improve the overall quality of the student experience. Students are encouraged to evaluate individual modules and the programme via an online survey tool. The survey results are reported at Board of Study (BoS) meetings, together with any additional feedback from the student representatives. Regular focus groups will be held and there are opportunities for informal feedback via tutors and module convenors.

Students will be formally represented within the LSTM committee structure:

- a) The **Staff Student Liaison Committee (SSLC)** meets 3 times a year and includes an elected representative from each programme, including any programme streams. The minutes of the SSLC are received by the Learning & Teaching Committee (L&TC). The membership of the SSLC, its terms of reference and the manner in which it conducts its business conform to the requirements of the Code of Practice on Student Engagement and Enhancing the Student Experience - <http://www.lstmed.ac.uk/study/quality-manual>
- b) Each Master's programme has a **Board of Studies (BoS)**, which oversees its planning, operation, management and development. Membership of the BOS consists of the Director of Studies for the Programme, the Academic Registrar, elected student representatives, Registry staff supporting the programme, Convenors of Modules and those making a significant contribution to the programme.

Students play an active role in the work of the BoS, with the exception of reserved and confidential business. The minutes of all Boards of Studies are received by the L&TC.

- c) The **Quality Management Committee (QMC)** oversees the academic standards and quality assurance and enhancement of all taught programmes, ensuring that LSTM's quality assurance processes are fully informed by external expectations including the UK Quality Code for Higher Education. Two students from across all programmes serve as full members of the QMC. The QMC reports on academic quality assurance and enhancement issues to the L&T Committee. The Committee meets a minimum of four times per academic year and is responsible for:

- Approving, monitoring and reviewing programmes and modules
- Approving recommendations for the appointment of external examiners for LSTM programmes.
- Monitoring the progress of actions raised by External Examiners
- Developing, monitoring and reviewing the peer observation system

Part G: Diversity and Equality of Opportunity and Widening Participation

36 Diversity and Equality Statement

The programme's design, structure and content are consistent and compliant with the Diversity and Equality of Opportunity Policy. LSTM provides a multicultural, multidisciplinary learning environment in which all students benefit

from the opportunity to share diverse experiences and outlooks, supported by staff who are themselves from a variety of national and cultural backgrounds and spend significant periods of time working overseas. LSTM recognises that some students need extra help and guidance in adjusting to a new country, culture or learning environment. Accordingly, we provide a comprehensive range of relevant non-academic student support services. The Personal Tutor System aims to provide students with advice and support in matters related to academic work and to enable the development of independent study habits suitable for higher education. Reasonable adjustments are made to assessment for disabled students in line with the Code of Practice on Student Support and Welfare.

Part H: Status of Professional, Statutory or Regulatory Body Accreditation

37 Accreditation Status

Annex: Modifications

Annex of Modifications made to the Programme - Related List of Modification

Description of Modification (Please include details of any student consultation undertaken or confirm that students' consent was obtained where this was required)	Major/Minor Modifications	Date Approved by QMC	Date Approved by Mgt Cttee	Cohort Affected
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