

Part A: Programme Summary Information

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|---|--|-------------------------|----------------|
| 1 Title of Programme | International Public Health (Sexual and Reproductive Health) | | |
| 2 Programme Code | MIPHSRH | | |
| 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 2020 | 5b End Date | September 2021 |
| 6 Frequency of Intake | Annually in September | | |
| 7 Mode of Study | FT | | |
| 8a Applicable Framework | LSTM LT REG 01 | | |
| 8b Exemption Required | | | |
| 8c Exemption Approved | | | |
| 8d Details of Exemption | | | |
| 9 Director of Studies | Nara Tagiyeva-Milne | | |
| 10 Board of Studies | International Public Health Masters Board of Studies | | |
| 11 Board of Examiners | MSc Board of Examiners | | |
| 12 External Examiner(s) | Dr. Jane MacDougall Dr. Rebecca King | | |
| 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 (2015); The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) | | |
| 15a Home/EU Fee | £8,900 | 15b Overseas Fee | £19,250 |
| 16 Additional Costs to the Student | The programme fee covers the cost of a desk-based project based in LSTM. LSTM can also help students to arrange a clinical/field-based project overseas (approximately 8-10 weeks) and students are encouraged to take this opportunity if funds allow. To be guaranteed an overseas project, students must pay an additional Research Support Fee of £3500 before registration. | | |

Part B: Programme Aims and Outcomes

17 Overview of the Programme

This programme equips graduates to provide leadership and technical support in public health in middle and low income countries. It covers a wide range of topics in public and global health, including key disciplinary skills in epidemiology and social science and applied topics such as disease control and programme management. The programme has a specialist focus on the strengthening of health systems in support of sexual and reproductive health (including maternal & neonatal health), facilitating the implementation and scale-up of good practice and raising awareness amongst politicians, professionals and the public of the need for more effective use of knowledge and tools to impact on SRH indicators. Following the taught component, participants complete a dissertation including a period of applied research either overseas or in Liverpool.

18 Aims of the Programme

| No. | Specific Aim | Entry Award |
|-----|---|-------------|
| 1 | Provide a critical understanding of a range of health policies and strategies in a variety of social, epidemiological, cultural, economic and political settings in middle- and low- income countries | |
| 2 | Enable students to analyse critically, evaluate and conduct responsive, public health-related research and apply evidence to everyday practice. | |
| 3 | Produce graduates who are experienced, committed, informed, proactive and effective professionals, capable of taking substantial and leading professional roles in order to promote improved health and well-being in middle and low income countries | |
| 4 | Facilitate high quality learning that is informed by critical analysis of current research | |
| 5 | Develop independent and reflective approaches to study that will enable graduates to continue to learn in the future | |

19 Skills and Other Attributes

| No. | Skill/Attribute | Module(s) | Mode of Assessing |
|-----|---|--------------------|--|
| 1 | To communicate ideas, knowledge, and strategies confidently and effectively, both orally and in writing | All modules | Written assessments and/or oral presentations |
| 2 | To apply numerical and IT skills with confidence and accuracy | TROP 934, 942, 971 | Formative and summative calculation exercises (971), examination (934), dissertation data analysis (942) |
| 3 | To work effectively both independently and in collaboration with others | All modules | Indirect contribution to all assessments |
| 4 | To take responsibility for self-managed learning | All modules | Indirect contribution to all assessments |
| 5 | To apply skills in effective project and time management to set goals, prioritise activities and meet deadlines | All modules | Assessed indirectly in all modules through timely submission of 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 | A systematic understanding and critical awareness of current issues and priorities in the field of international public health | TROP 809, 900, 901, 923, 924, 926, 937, 972, 973 | Essays, poster, presentation, case study, exam, report, briefing paper | |
| A2 | Knowledge of a range of relevant research methods and understanding of how the methods can be applied to address particular research questions | TROP 934, 942 | Research proposal, exam, dissertation | |
| A3 | Ability to apply this understanding to design a research study and to analyse and interpret critical data using appropriate statistical research methods. | TROP 934, 942 | Research proposal, dissertation | |
| A4 | Ability to analyse public, community and health systems problems rigorously | TROP 809, 900, 901, 923, 924, 926, 937, 972, 973 | Essays, poster, presentation, case study, exam, report, briefing paper | |
| A5 | Knowledge and understanding of key issues, policies, strategies and solutions in international SRH (including MNH). | TROP 923, 924, 926, 972 | Essays, presentations, Multiple Choice Questions | |

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 | Analyse, synthesise and evaluate information from a variety of sources in a critical manner | TROP 809, 900, 901, 923, 924, 926, 937, 942, 972, 973 | Essays, poster, presentation, exam, report, briefing paper, dissertation | |
| B2 | Apply subject knowledge and understanding in a variety of contexts to analyse and reach evidence-based conclusions on complex situations, problems and opportunities | TROP 809, 900, 901, 923, 924, 926, 937, 942, 972, 973 | Essays, poster, presentation, exam, report, briefing paper, dissertation | |
| B3 | Apply the principles and values of ethical practice with regard to the design and practice of research studies, consent and confidentiality in the collection and presentation of data, and publication | TROP 942 | Dissertation | |
| B4 | Demonstrate creativity, innovation and originality in the application of knowledge | TROP 809, 900, 901, 923, 924, 926, 937, 942, 972, 973, 976 | Essays, poster, presentation, exam, report, briefing paper, 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 | Formulate a research question, devise an appropriate research strategy and take a systematic approach to project planning and management | TROP 934, 942 | Research proposal, dissertation | |
| C2 | Undertake research investigations in a responsible, safe and ethical manner and accurately record the data collected | TROP 942 | Dissertation | |
| C3 | Effectively manage, analyse and report data collected in the field | TROP 934, 942 | Research proposal, dissertation | |

21 Career Opportunities

There are many employment opportunities within the Sexual & Reproductive Health field with small and large NGOs, UN organisations, as well as reproductive health community programmes and family planning, working towards Sustainable Development Goals (SDGs). There are also many research opportunities within this field. Useful for programme managers, nurses, midwives, and doctors who are working in the field of sexual and reproductive health. This course is also suitable for public health practitioners and for people who need to work with needs assessments and monitoring & evaluation frameworks.

Part C: Entrance Requirements

| | |
|---|---|
| 22 Academic Requirements | Open to health professionals and graduates in health or related disciplines. Non-graduates with considerable work experience in the health sector of low or middle income countries and evidence of continued academic development through appropriate in-service training will also be considered. Medical students who have completed at least three years of study and wish to intercalate are also accepted onto the programme subject to having appropriate experience. |
| 23 English Language Requirements | The programme is taught in English. Applicants 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 MSc Degree, Postgraduate Diploma, Postgraduate Certificate or Postgraduate Award. |
| 25 Work Experience | Non-graduates with considerable satisfactory work experience and evidence of appropriate in-service training will also be considered. |
| 26 Other Requirements | None. |

Part D: Programme Structure

27a Overview

The programme is offered within a dynamic research-led environment and its content is informed by the cutting-edge research activities of the academic staff. It is designed to enable the professional development of the student, to be relevant to students from both the UK and overseas and to promote approaches to study that will enable graduates to continue their learning into the future.

The programme comprises an introductory induction week, taught modules totalling 120 credits and a 60 credit dissertation. A 10 credit module (5 ECTS credits) represents 100 hours of student learning activity including assessment and self-directed study. Students can opt to do a desk-based project, laboratory or field-based project (as conditions allow) which may be based overseas. All types of project have the key aims of developing the students' skills in formulating a research question, designing and implementing a research project and critically interpreting and presenting the findings. The timing of modules across the academic year recognises the financial and time constraints faced by LSTM students, many of whom are from overseas. To allow students to access LSTM programmes in an economical and time-efficient manner, there are 2 weeks holiday scheduled over Christmas. The remaining weeks of holiday are deferred to the end of the academic year.

The modules available to students following the programme are shown in Section 27b. Required modules are necessary to achieve the programme learning outcomes and must be taken by all students following the programme. The optional modules listed have been identified as most suitable for contributing to the attainment of the programme learning outcomes. However, depending on their background or interests, students may opt to replace a recommended optional module with one offered as part of another LSTM MSc programme (Section 27c), subject to the agreement of the Director of Studies and any restrictions on class size.

27b Timetable

Table-1: Modular Structure of the MIPH-programme (Required modules for all MIPH pathways are shown in bold)

| w/b | Week | Mon | Tues | Wed | Thurs | Fri | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|--|---|------|--|-------|------------------------------------|--|---|---|--|--|------------------------|---------|---|---|------------------------|---------|--|--|--------------|--|--|--|------------------------|--|---|--|
| 14/09 | Induction | Induction + Introduction to Key Skills | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28/09 | 1 | TROP-934: Research Methods in International Health (30-credits) | | TROP-937: Key Themes in International Health and Health Policy (30-credits) | | Research Methods and Skills | | | | | | | | | | | | | | | | | | | | | |
| 05/10 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12/10 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19/10 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26/10 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 02/11 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 09/11 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16/11 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23/11 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30/11 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07/12 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14/12 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21/12 | | Christmas Holiday | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28/12 | | Revision + Assessments | | | | | | | | | | | | | | | | | | | | | | | | | |
| 04/01 | 13 | <table border="1"> <tr> <td rowspan="3">Block-1</td> <td>TROP708: Organisation & Management, OR TROP923: Key Concepts in Sexual & Reproductive Health (10-credits)</td> <td rowspan="3">TROP807: Complex Humanitarian Emergencies (20-credits)</td> </tr> <tr> <td>TROP915: HR-Planning & Management OR TROP924: Maternal & Newborn Health (10-credits)</td> </tr> <tr> <td>Revision + Assessments</td> </tr> <tr> <td rowspan="2">Block-2</td> <td>TROP927: Global Climate Change & Health OR TROP973: Using Systematic Reviews in Policy (10-credits)</td> <td rowspan="2">TROP976: Health Promotion (10-credits), OR TROP926: Reproductive Sexual & Adolescent Health</td> </tr> <tr> <td>Revision + Assessments</td> </tr> <tr> <td rowspan="5">Block-3</td> <td colspan="2">TROP941: Management of Refugee & Displaced Populations, OR TROP971: Statistical Methods for Epidemiological & Clinical Research, OR TROP972: Quality Improvement in Maternal & Newborn Health (10-credits)</td> </tr> <tr> <td colspan="2">Reading week</td> </tr> <tr> <td colspan="2">TROP809: Media, Policy & Advocacy in Humanitarian Action, OR TROP900: Health in Humanitarian Emergencies, OR TROP901: Humanitarian Operations: Environmental Health & Logistics, OR TROP-971: Statistical Methods for Epidemiological & Clinical Research (10-credits)</td> </tr> <tr> <td colspan="2">Revision + Assessments</td> </tr> <tr> <td colspan="2">Preparation for Research Presentations + 1st semester re-sits</td> </tr> </table> | | | | | | Block-1 | TROP708: Organisation & Management, OR TROP923: Key Concepts in Sexual & Reproductive Health (10-credits) | TROP807: Complex Humanitarian Emergencies (20-credits) | TROP915: HR-Planning & Management OR TROP924: Maternal & Newborn Health (10-credits) | Revision + Assessments | Block-2 | TROP927: Global Climate Change & Health OR TROP973: Using Systematic Reviews in Policy (10-credits) | TROP976: Health Promotion (10-credits), OR TROP926: Reproductive Sexual & Adolescent Health | Revision + Assessments | Block-3 | TROP941: Management of Refugee & Displaced Populations, OR TROP971: Statistical Methods for Epidemiological & Clinical Research, OR TROP972: Quality Improvement in Maternal & Newborn Health (10-credits) | | Reading week | | TROP809: Media, Policy & Advocacy in Humanitarian Action, OR TROP900: Health in Humanitarian Emergencies, OR TROP901: Humanitarian Operations: Environmental Health & Logistics, OR TROP-971: Statistical Methods for Epidemiological & Clinical Research (10-credits) | | Revision + Assessments | | Preparation for Research Presentations + 1 st semester re-sits | |
| Block-1 | TROP708: Organisation & Management, OR TROP923: Key Concepts in Sexual & Reproductive Health (10-credits) | | | | | | | | TROP807: Complex Humanitarian Emergencies (20-credits) | | | | | | | | | | | | | | | | | | |
| | TROP915: HR-Planning & Management OR TROP924: Maternal & Newborn Health (10-credits) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Revision + Assessments | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Block-2 | TROP927: Global Climate Change & Health OR TROP973: Using Systematic Reviews in Policy (10-credits) | | | | | | | TROP976: Health Promotion (10-credits), OR TROP926: Reproductive Sexual & Adolescent Health | | | | | | | | | | | | | | | | | | | |
| | Revision + Assessments | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Block-3 | TROP941: Management of Refugee & Displaced Populations, OR TROP971: Statistical Methods for Epidemiological & Clinical Research, OR TROP972: Quality Improvement in Maternal & Newborn Health (10-credits) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reading week | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | TROP809: Media, Policy & Advocacy in Humanitarian Action, OR TROP900: Health in Humanitarian Emergencies, OR TROP901: Humanitarian Operations: Environmental Health & Logistics, OR TROP-971: Statistical Methods for Epidemiological & Clinical Research (10-credits) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Revision + Assessments | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Preparation for Research Presentations + 1 st semester re-sits | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18/01 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25/01 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01/02 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08/02 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15/02 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22/02 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01/03 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08/03 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15/03 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22/03 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29/03 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05/04 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12/04 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19/04 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26/04 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03/05 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10/05 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17/05 | 32 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Weeks 33-48 (24/5/21-03/9/21) | Dissertation hand-in-09/09/21 | Research Project TROP942 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Deferred Holiday | | | | | | | | | | | | | | | | | | | | | | | | | |

* School closed for Easter Bank Holidays 02/4/21 and 05/4/21

** School closed for May Bank Holiday Mon 3/5/21 & 31/5/21

Awards: Master = 180 credits; Diploma = 120 credits (which may include dissertation credits); Certificate = 60 credits (which may not include dissertation credits)

27c Options

Table 2: Optional modules offered in Semester 2 for LSTM MSc programmes. Optional modules recommended for students on MIPH are shaded. Some modules (in bold type) are required, rather than optional, depending on the pathway chosen (see Table 3).

| Wks | | | | | | |
|-------|---|--|--|---|---|--|
| 15-16 | Organisation & Management TROP708 | Complex Humanitarian Emergencies TROP807 | Key Concepts in Sexual & Reproductive Health TROP923 | | Parasite Epidemiology and Control TROP719 | Key Aspects in Molecular & Cellular Biology of Tropical Diseases and Vectors TROP775 |
| 17-18 | HR Planning & Management TROP915 | | Maternal & Newborn Health TROP924 | | | |
| 19 | Reading week/Assessments | | | | | |
| 20-21 | | Using Systematic Reviews in Policy TROP973 | | Global Climate Change & Health TROP927 | Vector Population Biology & Control TROP741 | Immunology of Tropical Diseases TROP739 |
| 22-23 | 24 | Development of a Disease Control Programme TROP706 | Reproductive Sexual & Adolescent Health TROP926 | Health Promotion TROP976 | | |
| 24 | Reading week/Assessments | | | | | |
| 25-26 | | Key Topics in Snakebite TROP969 | Quality Improvement in Maternal & Newborn Health TROP972 | Statistical Methods for Epidemiological & Clinical Research TROP971 | Medical Bacteriology TROP975 | Management of Refugee & Displaced Populations TROP941 |
| 27 | Reading Week | | | | | |
| 28-29 | Health in Humanitarian Emergencies TROP900 | Applied Bioinformatics TROP970 | Media, Policy & Advocacy in Humanitarian Action TROP809 | Statistical Methods for Epidemiological & Clinical Research TROP971 | Humanitarian Operations TROP901 | |
| 30-32 | Assessments | | | | | |
| | Preparation for Research Presentations + 1 st semester re-sits | | | | | |
| | Project Presentations | | | | | |

*Module runs twice to increase student choice

Table-3: List of Required (R) and Optional (O) modules¶

| TROP ^α | Title ^α | Status (Optional/ Required) ^α | | | | Credit ^α | Wks ^α |
|-------------------|---|--|------------------------|-------------------------|-------------------------|---------------------|--------------------|
| | | MIPH ^α | MIPH (HA) ^α | MIPH (SRH) ^α | MIPH (P&M) ^α | | |
| 934 ^α | Research Methods in Public Health ^α | R ^α | R ^α | R ^α | R ^α | 30 ^α | 1-12 ^α |
| 937 ^α | Key Themes in International Health and Health Policy ^α | R ^α | R ^α | R ^α | R ^α | 30 ^α | 1-12 ^α |
| 708 ^α | Organisation and Management ^α | O ^α | α | α | R ^α | 10 ^α | 15-16 ^α |
| 923 ^α | Key Concepts in Sexual and Reproductive Health ^α | O ^α | α | R ^α | α | 10 ^α | 15-16 ^α |
| 807 ^α | Complex Humanitarian Emergencies ^α | α | R ^α | α | α | 20 ^α | 15-18 ^α |
| 915 ^α | HR Planning & Management ^α | O ^α | α | α | R ^α | 10 ^α | 17-18 ^α |
| 924 ^α | Maternal & Newborn Health ^α | O ^α | α | R ^α | α | 10 ^α | 17-18 ^α |
| 973 ^α | Using Systematic Reviews in Policy ^α | O ^α | O ^α | O ^α | O ^α | 10 ^α | 20-21 ^α |
| 927 ^α | Global Climate Change & Health ^α | O ^α | O ^α | O ^α | O ^α | 10 ^α | 20-21 ^α |
| 976 ^α | Health Promotion ^α | R ^α | O ^α | α | O ^α | 10 ^α | 22-23 ^α |
| 926 ^α | Reproductive Sexual and Adolescent Health ^α | α | α | R ^α | α | 10 ^α | 22-23 ^α |
| 941 ^α | Management of Refugee & Displaced Populations & Transitions from Conflict to Peace ^α | O ^α | R ^α | α | O ^α | 10 ^α | 25-26 ^α |
| 971 ^α | Statistical Methods for Epidemiological & Clinical Research ^α | O ^α | α | α | O ^α | 10 ^α | 25-26 ^α |
| 972 ^α | Quality Improvement in Maternal & Newborn Health ^α | O ^α | α | R ^α | O ^α | 10 ^α | 25-26 ^α |
| 809 ^α | Media, Policy & Advocacy in Humanitarian Action ^α | O ^α | O ^α | O ^α | O ^α | 10 ^α | 28-29 ^α |
| 900 ^α | Health in Humanitarian Emergencies ^α | O ^α | O ^α | O ^α | O ^α | 10 ^α | 28-29 ^α |
| 901 ^α | Humanitarian Operations: Environmental Health & Logistics ^α | O ^α | O ^α | O ^α | O ^α | 10 ^α | 28-29 ^α |
| 971 ^α | Statistical Methods for Epidemiological & Clinical Research ^α | O ^α | O ^α | O ^α | O ^α | 10 ^α | 28-29 ^α |
| 942 ^α | Research Project ^α | R ^α | R ^α | R ^α | R ^α | 60 ^α | 33-48 ^α |

.....Page Break.....¶

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 combination of formal teaching and directed student-centred learning. Lectures highlight key points 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 study and use of on-line learning packages. Self-study is supported by informal staff contact, scheduled help sessions and on-line discussion. To develop cognitive and intellectual skills, the programme involves discussion of key issues, analysis and interpretation of resource material and practice in applying concepts and solving problems. Group work develops students' abilities to work co-operatively, promotes creativity, provides opportunities to reflect critically and enables participants to take more responsibility for their own learning, as well as learn from each other. Practical skills are developed through opportunities to practise activities in the laboratory and in the field. Students can also take advantage of lectures given by the many distinguished researchers and policy-makers who regularly visit LSTM. The L&T methods adopted reflect the diversity of the LSTM student population and an ethical and culturally sensitive approach is emphasised throughout.

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 the students in the LSTM Masters Student Handbook. Students are directed to the relevant module area in Brightspace for information relating to specific assignments.

29 Assessment Schedule

Assessment Schedule (MIPH - SRH)

| Module | Timing | Assessment Strategy | % of module mark |
|---------------------------|---------------|---|------------------|
| Semester 1 | | | |
| TROP-934 (R) | In module | <u>1.5-hour</u> exam (multiple choice) | 25 |
| | End of module | <u>1500-word</u> critical reflection of group qualitative research study <u>2500-word</u> research proposal (mandatory minimum mark 40%) | 25 50 |
| TROP-937 (R) | In module | <u>3000-word</u> critical analysis Group Presentation | 50 10 |
| | End of module | <u>1.5-hour</u> MCQ exam | 40 |
| Semester 2-Block 1 | | | |
| TROP-923 (R) | In module | <u>15-minute</u> oral presentation | 40 |
| | End of module | 60 question MCQ exam | 60 |
| TROP924 (R) | In module | <u>15-minute</u> oral presentation | 20 |
| | End of module | 2000 written assignment | 80 |
| Semester 2-Block 2 | | | |
| TROP927 (O) | End of module | <u>3000-word</u> critical analysis | 100 |
| TROP-973 (O) | End of module | written assignment (completion of pre-prepared form) <u>1.5-hour</u> exam (extended matching set questions) | 60 40 |
| TROP-926 (R) | End of module | 2000 word written assignment | 100 |
| Semester 2-Block 3 | | | |
| TROP972 (O) | End of module | 2000 word written assignment | 100 |
| TROP-809 (O) | End of module | <u>500-word</u> personal reflection 3000 word written assignment | 15 85 |
| TROP-900 (O) | End of module | <u>1.5-hour</u> exam (multiple choice) | 100 |
| TROP-901 (O) | End of module | <u>1.5-hour</u> exam (multiple choice) | 100 |
| TROP-971 (O) | End of module | <u>2000-word</u> report based on analysis of a data set | 100 |
| Semester 3 | | | |
| TROP-942 (R) | In module | <u>10-minute</u> oral presentation of research proposal | 10 |
| | End of module | <u>16,000-word</u> dissertation | 90 |

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 or in two 10 credit modules will be deemed compensatable. The compensation rule will not apply to the Postgraduate Award or to stand-alone modules. Marks for modules passed by virtue of 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 timing 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 fairly 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

Students who attend for a minimum period of 12 months of full-time study, and who achieve a minimum 180 credit points at FHEQ level 7, and successfully complete a dissertation/research project worth 60 credits will be eligible for the award of a Master's degree. To be awarded the Master's in International Public Health (Sexual & Reproductive Health), credits achieved must include TROP937, TROP923, TROP924, TROP926 and TROP972.

Students who attend for a minimum period of 30 weeks of full-time study, and who achieve a minimum of 120 credit points at FHEQ level 7, will be eligible for the award of a Postgraduate Diploma. A Postgraduate Diploma shall be comprised either of all taught modules if an entry award, or may include the 60 credit research project module if an exit award. To be awarded the Postgraduate Diploma in International Public Health (all pathways), students must achieve 120 credits from the taught component of the MSc programme (ie excluding TROP942) as detailed in Table 1. Students will be awarded the Diploma in a specialist pathway subject to completion of the required modules for that pathway.

Students who attend for a minimum period of 15 weeks full-time study, and who achieve a minimum of 60 credit points at FHEQ level 7, will be eligible for the award of a Postgraduate Certificate. To be awarded the Postgraduate Certificate in International Public Health (Sexual and Reproductive Health), the credits achieved should normally include TROP937, plus at least 30 credits from TROP923, TROP924, TROP926 and TROP972. However, in order to allow completion of the Certificate within a single Semester, the requirement to complete TROP937 may be waived for applicants who have shown that they have already met the learning outcomes of the module through prior study or experience.

Students who attend for a minimum period of 8 weeks full-time study, and who achieve a minimum of 30 credit points at FHEQ level 7, will be eligible for the award of a Postgraduate Award. To be awarded the Postgraduate Award in International Public Health, the credits achieved must include TROP937.

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 Postgraduate Award with Distinction a student must achieve:

- an overall average mark of at least 70% in 30 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

For a Postgraduate Award with Merit a student must achieve:

- an overall average mark of at least 60%

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 Award in International Public Health – this will be awarded to students who have previously registered for either the Master's degree, the Postgraduate Diploma or Postgraduate Certificate provided that the student has achieved a minimum of 30 credits. In order to qualify for a 'named' Postgraduate Award in International Public Health, the credits achieved must include TROP937.

Postgraduate Certificate in International Public Health (Sexual and Reproductive 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. In order to qualify for a 'named' Postgraduate Certificate in International Public Health (Sexual and Reproductive Health), the credits achieved must include TROP937 plus at least 30 credits from TROP923, TROP924, TROP926 and TROP972. Students who pass TROP937 but fail to meet the criteria for the Postgraduate Certificate in International Public Health (Sexual and Reproductive Health) will be awarded a Postgraduate Certificate in International Public Health.

Postgraduate Diploma in International Public Health (Sexual and Reproductive 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. In order to qualify for a 'named' Postgraduate Diploma in International Public Health (Sexual and Reproductive Health), the credits achieved must include TROP937 plus at least 30 credits from TROP923, TROP924, TROP926 and TROP972. Students who pass TROP937 but fail to meet the criteria for the Postgraduate Diploma in International Public Health (Sexual and Reproductive Health) will be awarded a Postgraduate Diploma in International Public Health.

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 Dean of Education (Chair), 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

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. The LSTM Student Handbook conveys to the students the opportunities for formal and informal representation and input into the programme. Students are invited to evaluate individual modules and the programme as a whole via an online survey tool. The survey results are reported at BOS meetings, together with any additional feedback from the student representatives. Regular focus groups are held and there are also opportunities for informal feedback via tutors and module convenors.

MSc students are formally represented within the LSTM committee structure as follows:

(a) The **Staff Student Liaison Committee (SSLC)** meets 3 times a year and includes an elected representative from each MSc programme. The minutes of the SSLC are received by the LSTM Programmes Board, which reports to the L&T Committee. 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 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 LSTM Dean of Education, Registry staff supporting the programme, convenors of modules making a significant contribution to the programme, and two elected student representatives. 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 LSTM Programmes Board, which reports to the L&T Committee.

(c) The **Programmes Board** is concerned with the academic content of programmes and reports to the **Learning & Teaching Committee**. Membership of the Programmes Board consists of Directors of Studies, the Dean of Education, relevant Academic Registry staff and the elected student representative. These committees meet every two months and are responsible for taking up any matters arising from the SSLC. Two students are elected from the MSc programme representatives to sit on the Programmes Board.

(d) 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 MSc students 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 five 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
- Identifying and disseminating effective practice

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 LSTM's 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

Not applicable.

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 |
|---|----------------------------------|-----------------------------|-----------------------------------|------------------------|
|---|----------------------------------|-----------------------------|-----------------------------------|------------------------|