MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Global Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>PHM003</td>
</tr>
<tr>
<td>School</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Health Services Research and Management Division</td>
</tr>
<tr>
<td>UK credits</td>
<td>15</td>
</tr>
<tr>
<td>ECTS</td>
<td>7.5</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
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MODULE SUMMARY

Module outline and aims

This module focuses on identifying and assessing the challenges in public health from a global perspective, and provides you with a platform for education and research about health challenges facing the world’s populations, particularly in populations burdened by poverty. The overarching aim of the principles of global health is to contribute to a reduction of the global burden of disease. Focus is placed on the distribution and determinants of health and diseases in populations with different social, economic and cultural characteristics.

Content outline

Tentative topics you will cover in this module include:

- Global governance for health
- Global burden of communicable and non-communicable diseases
- Health systems in different countries
- Maternal and child health
- Influence of global organisations on local health outcomes
- Human resources for health

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Identify and critically evaluate health indicators and be able to use these indicators for analysis and assessment of the health situations in countries with different economic conditions;
- Describe and critically assess the importance of health systems and policies in countries with different demographic and health related situations;
• Critically assess knowledge of social and political factors that influence global health, and show an ability to describe the burden of disease at a global level and in countries with different economic conditions;
• Critically evaluate the importance of health care systems, how they can be developed to achieve adequate quality of healthcare.

Skills:
• Critically integrate knowledge of appropriate theories, concepts and evidence to the analysis of complex phenomena, issues and situations covered in the module;
• Independently and critically identify problems covered in the module and formulate solutions using appropriate methods;
• Conduct electronic and library searches to identify relevant literature and evidence, and present and discuss the analysis, results and conclusions of your research clearly and effectively, both orally and in writing;

Values and attitudes:
• Exhibit insight into the potential and limitations of science, its role in society and the individual's responsibility for how it is used.
• Identify gaps in existing knowledge and to take responsibility for developing strategies for addressing these gaps their knowledge.

HOW WILL I LEARN?

Teaching and learning will take place through a mix of interactive lectures, group work, case studies and practical exercises, which will enable you to examine the issues in more detail, providing both teacher and peer-led input, promoting discussion and developing communication and group working skills.

Teaching sessions take place over 10 half-days and are supplemented by self-directed study which enables students gain a deeper overall understanding of the subject as well as pursue topics which are of particular interest to you in greater detail.

Teaching and learning are facilitated by Moodle, the University’s online Virtual Learning Environment.

Teaching pattern:

<table>
<thead>
<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours (scheduled)</th>
<th>Self-directed study hours (independent)</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures, group work, class exercises, and discussions.</td>
<td>Lecture</td>
<td>30</td>
<td>120</td>
<td>0</td>
<td>150</td>
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</table>
WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

You will write an essay of 2,500 words relating to a topic or topics covered in the module.
There will also be an assessed group work (40%).

Assessment pattern:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignment</td>
<td>Written assignment</td>
<td>60%</td>
<td>50%</td>
<td>No</td>
</tr>
<tr>
<td>Group work</td>
<td>Group presentation</td>
<td>40%</td>
<td>50%</td>
<td>No</td>
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</table>

Assessment criteria
Assessment Criteria and Grade-Related Criteria for module assessments will be made available prior to an assessment taking place. More information will be available from the module leader.

Feedback on assessment
Assessment marks and feedback will be provided in line with the Assessment Regulations and Policy, normally within 3 weeks of the submission deadline. Markers will be available to answer queries about the marks and feedback if these are not clear. A selection of all assessments will be internally moderated and sent to the external examiner. All initial marks will be therefore provisional, pending external examiner approval and ratification by the Assessment Board.

Assessment Regulations
In order to pass the module, students must pass both assessment components. The Module Mark shall be calculated from the group work weighted at 40% with a minimum mark of 50%, and the written assignment weighted at 60% with a minimum mark of 50%. Group work is assessed on individual contribution. If you fail a group assessment, for the resubmission you will be asked to undertake a further group assessment, or an individual assessment.

The Programme Specification contains information on what happens if you fail an assessment, but in the first instance you should contact the module leader.
INDICATIVE READING LIST

http://tinyurl.com/qevsvvh

http://doi.org/10.1016/S0140-6736(15)60692-4


http://www.who.int/whr/2006/en/

Appendix:

<table>
<thead>
<tr>
<th>CODES</th>
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<tbody>
<tr>
<td><strong>HESA Cost Centre</strong></td>
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<tr>
<td>105</td>
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<table>
<thead>
<tr>
<th><strong>JACS Code</strong></th>
<th><strong>Description</strong></th>
<th><strong>Percentage (%)</strong></th>
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</thead>
<tbody>
<tr>
<td>L800</td>
<td>Development Studies</td>
<td>100</td>
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