MSc in Global Health

2025-2026

STUDENT PRE-ENROLMENT INFORMATION PACK

Contents

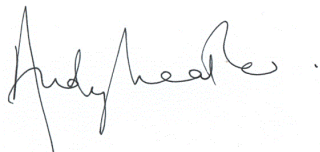# Welcome to the MSc in Global Health

Dear Student

Welcome to the MSc in Global Health. The recent pandemic has shone a light on health inequities and health care delivery inequities between rich and powerful nations and those that are less rich and powerful. However, large inequities also exist within individual nations, and the UK is no exception. Understanding these global health inequities requires a deep understanding of history and demands a multi-disciplinary approach that embraces the fields of anthropology, economics, epidemiology, geography, law, medicine, political science, public health, and sociology.

Addressing these inequities – whether in South-East Asia, South-East London, in diverse sub-Saharan African settings, or in South America – is also a critical issue in global health. For some parts of the world, this requires global health students and practitioners to understand the legacy of colonial history and the structure of the international development sector, as well as the ongoing tensions caused by persisting neo-colonial power imbalances. Addressing these inequities, requires effective public health interventions and the strengthening of health systems in every nation. These health systems need to be resilient in the face of the threats of anti-microbial resistance, climate change, increasing political nationalism, new pandemics, ongoing humanitarian crisis, and many other challenges.

We welcome both home and international students, all bringing different perspectives into a rich learning environment. We are looking forward to seeing you on campus in September. **You are required to attend all scheduled lectures and seminars**, and whilst teaching and learning material is available on our e-learning platform – KEATS – this is very much predicated on that face-to-face contact on campus.

In the meantime, please do keep an eye on the King's Offer Holder's Hub - Global Health Offer Holders - King's College London (kcl.ac.uk) for any changes. In this pre-enrolment induction pack, we want to provide you with some key information prior to enrolment so that when we see you in September, you will be ready to fully engage with your learning and be an active participant in that learning journey.

The table below outlines some key activities/tasks, with further details to follow in this handbook; tick off the activities and tasks as you complete them. We look forward to meeting you in September.

Professor Andrew Leather,
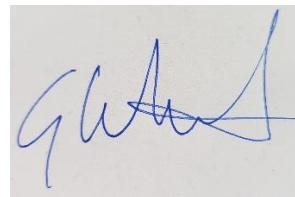
Dr Geoff Whitman

ASB Chair- MSc Global Health

Lecturer in Global Health Education

Professor of Global Health and Surgery

Director, King's Global Health Partnerships https://www.kcl.ac.uk/kghp,

Programme Director, MSc in Global Health

Recommended tasks in preparation for your studies:

Activity/Task	Requirement
Timetable	Review the timetable and ensure that you have made a note of the key dates - do not book or plan holidays or other personal commitments during term dates.
Induction Formative Essay	The formative essay provides you with an opportunity to engage with the requirements of academic writing at master's level. Familiarise yourself with the brief for this essay.
Induction Event	We will hold our induction events on campus. **Tuesday 23rd September at 14.00-17.00:** Joint event with students from the MSc in Global Health. During this event we will reflect the nature of studying at master's level at KCL and some of the academic requirements and guidelines **Thursday 25th September at 14.00-16.00:** During this session, students will be provided with an induction to the MSc in Global Health program and will meet staff teaching all the core modules. **It is very important that you attend these events and meet your fellow students as well some members of the programme team.**
Study Skills Preparedness	Good study skills are an essential pre-requisite to ensure that you engage with the demands of studying a master's degree. Please visit the following resources: Starting your studies at King's King's Academic Skills for Learning Essential Digital Skills King's Learning & Skills Service

Attendance

Students must attend scheduled lectures and seminars as outlined in the teaching dates and timetable. Upon enrolment you will be signposted to the 'Student Attendance and Engagement Policy' which is aimed at *fostering a positive learning environment for all students* addressing student academic success, welfare and legal compliance.

Induction Formative Progress Assessment

Academic writing conforms to a particular style or convention of writing that you will be expected to use when writing assessments. It is fundamental that you are familiar with the requirements of academic writing so that you can fulfil your potential and maximize your learning opportunities whilst at university. King's **Postgraduate Taught Marking Criteria** (2024-2025) describes the standards against which your assessments are marked. By way of introducing or re-introducing you to academic writing we would like you to write an essay on the following:

"WE ARE HEALTHIER TODAY THAN PREVIOUS GENERATIONS?" DISCUSS

Essay Requirements:

- Word Limit – 800 words.

- Integrate references to relevant literature, research, and policy.

- Professionally present your work identifying the word count and using 1 ½ line spacing

- Ensure you reference your citations correctly using the Harvard/Author Date style.

Deadline Date: Monday 29ᵗʰ September at 15.00 hours UK Time. Written feedback will be provided by Tuesday 7ᵗʰ October. The formative essay feedback session will be held on Friday 11th October at 15.00

Submission arrangements: upon enrolment you will have access to programme KEATS page (King's e-learning platform) which will have an online link for you to submit your formative essay. Please ensure that you submit your essay before the deadline date & time. The essay will be marked, giving you an indicative grade and feedback and we will guide you about areas for further development and enhancement in your academic writing.

Further Guidance: when you enroll onto your modules, you will be provided with specific details about the requirements of the assignment. However, on this occasion, we want you to reflect upon how you approached the task and given the limitations around guidance – what you interpret to be good academic writing. Also, once you enroll onto programme you will have access to all the additional support and guidance provided by the Library and Study Skills support services. To get you started, we have identified some resources which may serve as a useful springboard, notwithstanding the fact that these mostly do have a Eurocentric focus. There is also further guidance about study skills which will also be useful.

Learn Higher. Centre for Excellence in Teaching and Learning

Free teaching and learning resources for staff and students across the FE/HE sector.

http://learnhigher.ac.uk/

Relevant Journal Articles? The following 3 articles are a good starting point, and are freely available via the internet:

- The Burden of Disease and the Changing Task of Medicine: http://www.nejm.org/doi/full/10.1056/NEJMp1113569
- Global Health Status: two steps forward, one step back. http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(00)02590-3/fulltext

- The Global Burden of Disease: Generating Evidence, Guiding Policy

http://www.healthmetricsandevaluation.org/sites/default/files/policy_report/2011/GBD_Generating%20Evidence_Guiding%20Policy%20FINAL.pdf

Remember the essay is an early opportunity for you to assess your own study skills and academic writing. We hope the subsequent feedback will help you focus on potential areas of improvement and identify the resources required to support progression.

Timetable

2025-26 Academic Calendar

At this point in the academic year, we are still finalising room bookings, and subject to availability, some changes may have to be made. **The purpose of the timetable details below is to give you an overview and identify key days and dates about when the modules are running.**

Please do make a note of the key dates available on the timetable regarding:

- Term times
- Reading Weeks
- Assessment Period

Induction week: 22-26th September, Guys Campus

Tuesday 23rd September at 10.00-13.00, 14.00-17.00

Thursday 25th September at 10.30-12.30 and 14.00-16.00:

Teaching dates:

- Semester 1
    - Teaching: Monday 29 September – Friday 12 December 2025
    - Teaching/Revision: Monday 15 December – Friday 19 December 2025
- Semester 2
    - Teaching: Friday 16 January – Thursday 2 April 2026
    - Teaching/Revision: Monday 27 April – Friday 1 May 2026

Reading weeks:

- Monday 3 November – Friday 7 November 2025
- Monday 23 February – Friday 27 February 2026

Assessment Period 1:
- Coursework submission dates will be identified in the module handbook and typically will be scheduled towards the end of the semester and in early January.

Assessment Period 2:

- Coursework submission dates will be identified in the module handbook and typically will be scheduled towards the end of the semester and in April.

Resubmissions and deferrals

Please note that if you do not meet the pass standard in your module assessments, that is pass at 50%, you will be expected to resubmit the coursework and/or the exam. Please also note that if you defer a module assessment, you will be able to submit the deferred assessment in the summer.

- Coursework submission dates will be identified in the module handbook and typically will be scheduled in late July 2025.

Typically, the dissertation project is submitted towards the end of the academic year, probably on Thursday 21st August 2026.

To reiterate, upon enrolling on a particular module, you will be provided with a module handbook which will confirm the dates for assessment submission – so please make a note of these times but CONFIRM in your diary once you have enrolled onto the programme.

An overview of the timetable is provided below. However, there may be variations to start and end times which reflect the specific learning outcomes for the module – so to be prepared – please ensure you are available for study from 8am to 6pm. Morning sessions will take place sometime between 09.00-13.00. Afternoon sessions will take place sometime between 14.00-18.00. An indicative timetable of when modules will be taught is shown below. Please note that all the 4 semester 1 modules are core and taught on Tuesdays and Thursdays. In semester 2, you will take three optional modules and one core module. The core module is on Tuesday afternoon, while the optional modules are spread across Monday-Friday. The dissertation module runs through the entire year and there are face-to-face teaching sessions timetabled for this module on some Friday mornings in semester 1 and 2. These sessions will be delivered with the MPH students.

2025-2026 Timetable (to be confirmed)

SEMESTER 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	SELF DIRECTED/ INDEPENDENT STUDY/ DISSERTATON PROJECT	7MRLGH03 International Development and Health **CORE**	SELF DIRECTED/ INDEPENDENT STUDY/ DISSERTATON PROJECT	7MRLGH01 Global Burden of Disease **CORE**	7MHPH003 Dissertation Module **CORE**
PM	SELF DIRECTED/ INDEPENDENT STUDY/ DISSERTATON PROJECT	7MRLGH02 Health Systems and Policy **CORE**	SELF DIRECTED/ INDEPENDENT STUDY/ DISSERTATON PROJECT	7MRLGH04 Research Methods **CORE**	SELF DIRECTED/ INDEPENDENT STUDY/ DISSERTATON PROJECT
SEMESTER 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

AM	7SSHM624 Decolonising Research Methods in Global Health	7MHPH007 Sociology of Health and Illness OPTIONAL 7SSHM606 Global Health Ethics OPTIONAL 7MRLGH13 Global Health in Local Practice: Health Inequalities in the UK OPTIONAL	7MHV0024 Delivering Public Health in Primary Care OPTIONAL	6MRWWC06 Women and Children's Global Health OPTIONAL 7SSHM502 Designing Quantitative Research for Social Science and Health OPTIONAL	7MHPH003 Dissertation Module **CORE**
PM	7MRLGH14 Conflict and Health	7MLP0001 Health Systems Strengthening **CORE**		7SSHM503 Designing Qualitative Research for Social Science and Health	7MPE1000 Principles of Health Informatics OPTIONAL

Study Skills Preparedness

Good study skills are an essential pre-requisite to ensure that you engage with the demands of studying a master's degree.

The http://learnhigher.ac.uk/ website is an excellent on-line resource for study skills. You will be asked to demonstrate and evidence these skills as you progress through the MPH programme, so it is important that you know what they are, what you can do and how you can improve.

We recommend that you complete the self-assessment sheet below. The study skills have been extrapolated from http://learnhigher.ac.uk/. Complete the questionnaire and then work on the relevant Learn Higher skills that you feel you need to improve.

Equally, if some of the terms seem unclear, please review your understanding by visiting the Learn Higher webpages.

Study Skill	How confident do you feel about this skill?				Where you have identified that you need to improve this skill, please rank your priorities for working on this skill (1 = Top priority – 3 = Low)		
	Very confident	Quite confident but room to improve	Not confident at all!	What does this mean?	1	2	3
Learning							
Assessments: types and requirements							
Digital Literacy							
Critical Thinking and Reflection							
Numeracy, maths and statistics							
Time Management							
Independent Learning							
Working with others							
Group work							
Listening and Interpersonal Skills							
Oral Communication							
Research Skills							
Doing & understanding Research							

| Study Skill | How confident do you feel about this skill? | | | | Where you have identified that you need to improve this skill, please rank your priorities for working on this skill (1 = Top priority – 3 = Low) | | |
	Very confident	Quite confident but room to improve	Not confident at all!	What does this mean?	1	2	3
Information Literacy							
Note making							
Reading							
Writing							
Academic Writing							
Referencing							
Report Writing							

Another useful website, particularly orientated for Overseas students is:

http://www.prepareforsuccess.org.uk/

Prepare for Success is an interactive web learning tool for international students who are getting ready to come to the UK for study in further or higher education. It contains learning resources which are activity-based to help you find out about different aspects of academic life in the UK and the skills needed for effective study. As well as preparing you for what to expect during your studies, the activities provide scope for English language improvement.

Study Support at King's College London
Once you are enrolled onto the Programme and become a student at King's College London, you will also have access to a wider range of study support resources. Much of this support will be available online which you can easily access once you have your King's ID. A useful first step will be to enrol onto the free 'Essential Digital Skills Programme' which will help you to increase your interaction with and understanding of KEATS to maximise your learning opportunities.

Wider Resources
A useful website to keep bookmarked is the World Health Organisation, which gives a good overview of global news, events and policy related to public health (https://www.who.int/). For an interactive introduction to the role of social, cultural, political and economic forces on the health and development of populations around the world and the science of populations' health, explore the website of the Gapminder Foundation https://www.gapminder.org/. Bookmark these pages early as they will provide you with updates on news and events related to public health. However, always remain a critical consumer of the information being provided through these websites.

Module Details

The information on the following pages should give you an idea of what each module will cover and help you to decide which optional modules you would like to take in addition to the core modules which you are required to study. We have included an overview of all core and optional modules that are taught by staff within the School of Life Course and Population Sciences https://www.kcl.ac.uk/slcps/our-departments. Global Health students can also apply to 4 modules taught in the department of Global Health and Social Medicine. However, each of the modules in Global Health and Social Medicine only takes 6 global health students.

Core Modules

All students on the Global Health MSc will be required to take all four core modules in term 1 and one core module in term 2. In addition, a core dissertation module runs through the academic year.

Module	Department	Module code	Term	Credits
International Development and Health	Population Health Sciences	7MRLGH03	1	15
Global Burden of Disease	Population Health Sciences	7MRLGH01	1	15
Research Methodology	Population Health Sciences	7MRLGH04	1	15
Health Systems and Policy	Population Health Sciences	7MRLGH02	1	15
Health Systems Strengthening	Population Health Sciences	7MLP0001	2	15
Dissertation	Population Health Sciences	7MRLGH05	Full year	60

Core Module Pre-reading

Once you have enrolled you will have access to KEATS – King's e-learning platform – and this will give you access to a wide range of databases and relevant journals. In term 1, you will be studying 4 core modules. We have given you one of the week 1 core readings from each of these modules.

Global Burden of Disease 7MRLGH01. MATHERS, C. D. 2020. History of global burden of disease assessment at the World Health Organization. *Arch Public Health,* 78**,** 77. https://archpublichealth.biomedcentral.com/counter/pdf/10.1186/s13690-020-00458-3.pdf

Health Systems and Policy 7MRLGH02. Witter S, Sheikh K, Schleiff M. Learning health systems in low-income and middle-income countries: exploring evidence and expert insights *BMJ Global Health* 2022;**7:**e008115.https://doi.org/10.1136/bmjgh-2021-008115

International Development and Health 7MRLGH03. Geloso, V., Berdine, G. and Powell, B., 2020. Making sense of dictatorships and health outcomes. *BMJ Global Health*, *5*(5). https://gh.bmj.com/content/5/5/e002542

Research Methodology 7MRLGH04. PROCTOR, R. N. 2012. The history of the discovery of the cigarette-lung cancer link: evidentiary traditions, corporate denial, global toll. *Tob Control,* 21**,** 87-91. https://tobaccocontrol.bmj.com/content/tobaccocontrol/21/2/87.full.pdf

Health Systems Strengthening 7MLP0001.

Read

Witter, S., N. Palmer, D. Balabanova, S. Mounier-Jack, T. Martineau, A. Klicpera, C. Jensen, M. Pugliese-Garcia, and L. Gilson. 2019. 'Health system strengthening-Reflections on its meaning, assessment, and our state of knowledge', *Int J Health Plann Manage*, 34: e1980-e89. https://doi.org/10.1002/hpm.2882

Listen

Webinar: Evidence Review on Health Systems Strengthening - Sophie Witter: https://www.youtube.com/watch?v=wKcpA0pAwBU

Optional modules

Optional modules are offered in term 2 of the 2056-26 academic year. Global Health students take 45 credits of optional modules – 3 x 15-credit modules.

Module	Department	Module code	Term	Cap for global health students
Conflict and Health	Population Health Sciences	7MRLGH14	2	40
Global Health and Local Practice	Population Health Sciences	7MRLGH13	2	40
Sociology of Health and Illness	Population Health Sciences	7MHPH007	2	15
Delivering Public Health in Primary Care	Population Health Sciences	7MHV0024	2	15
Principles of Health Informatics	Population Health Sciences	7MPE1000	2	15
Women and Children's Global Health	Women and Children's Health	6MRWWC06	2	20
Designing Quantitative Research for Social Science and Health	Global Health and Social Medicine	7SSHM502	2	6

Designing Qualitative Research for Social Science and Health	Global Health and Social Medicine	7SSHM503	2	6
Decolonizing Research Methods in Global Health	Global Health and Social Medicine	7SSHM624	2	6
Global Health Ethics	Global Health and Social Medicine	7SSHM606	2	6

There are a few things to bear in mind when choosing your optional modules:

1. You should choose at least 2 optional modules from the modules taught within the Department of Population Health Sciences. You should only select one optional module from the remaining list of modules taught outside the department of Population Health Sciences.

2. We cannot guarantee that you will be able to study every optional module that you choose. There may be a timetable clash, and some modules enforce a low cap on the number of our students who can take them.

3. For modules that are oversubscribed, we will endeavour to ensure that as many people get their first choice as possible. However, you should be aware that this will not always be possible.

Outline of modules taught by academics within Department Population Health Sciences

7MRLGH01 Global Burden of Disease

Module Lead: **Dr Geoff Whitman** (geoff.whitman@kcl.ac.uk)
Term 1. 15 credits. Core Module.

Content

This module takes a broad look at disease and health and their implications for health, wellbeing, and health services. It looks at the Global Burden of Disease (GBD) study and critically analyses alternative approaches to the measurement of disease burden by engaging with the organizational, political and environment contributions to both the burden of communicable and non-communicable disease. It describes the different patterns of diseases in high and low or middle-income countries and strategies to reduce these at the level of the individual and society. This module utilizes a variety of methodologies to explore these topics, including analyzing documentaries, and practical exercises on disease outbreak management.

Educational aims

The educational aims of this module are to:
- Present the global burden and the changing patterns of disease and their relevance to globalization, public health and international development.
- Provide a critical overview of the role of historical, political, and sociocultural forces in determining global disease patterns.
- Challenge students to think critically about the determinants of disease, including poverty, genetics, environment and culture.
- Introduce a variety of ways of evaluating the impact of disease burdens in specific populations.

Learning outcomes

By the end of the module, students should be able to:
- Assess patterns and transitions of disease in low-, middle- and high-income countries and evaluate the measurement techniques.
- Critically appraise the role of historical, political, environmental, and sociocultural forces in determining global disease patterns.
- Examine strategies to prevent, reduce risk, or treat communicable and non-communicable disease at the individual and societal level and be able to apply these in strategies in unfamiliar contexts.
- Critically appraise how health systems and policies, and global institutions, can tackle the burden and threat of disease at the international, national, and local level.
- Apply knowledge on the effects of disease globally through a disease reports, and other alternative methodologies (e.g., documentary film).

Assessments
- Disease report and Film review

7MRLGH02 Health systems and policy

Module Lead: **Dr Divya Parmar** (divyar.parmar@kcl.ac.uk)
Term 1. 15 credits. Core Module.

Content

The first part of the module examines the main elements or building blocks of a health systems based on the framework proposed by the World Health Organisation. It examines the role of global organizations and national policies which impact the provision, organisation, financing, delivery and use of healthcare. The second half of the module focuses on health policies and the design of interventions using both theoretical and conceptual frameworks. It focuses on issues around power, actors, the policy design process and challenges around implementation.

Educational aims

This module should enable students to:
- Introduce the building blocks of health systems.
- Enable students to appreciate how health systems are shaped by the overarching political economy in a particular nation-state.
- Provide a critical overview of inequalities in health outcomes across the globe and its relationship to global. governance and national policies which impact on the provision, organisation, delivery, and use of healthcare.
- Apply health policy analysis theoretical frameworks to design a health intervention within a specific health system.

Learning outcomes

By the end of this module, students should be able to:
- Evaluate different organisational models for health systems using case studies from low, middle- and high-income countries.
- Critically engage in key debates around national and global structures and processes which impact on health access, delivery, and outcomes.
- Reflect on the health policy process using current theoretical and methodological approaches and flexibly apply these abstract concepts in specific situations.
- Critically assess the importance of power in the context of the health policy process and health outcomes
- Evaluate a health system in depth, identify a health issue and design an appropriate policy to mitigate the issue.
- Develop an interdisciplinary approach to understanding global health, drawing upon the expertise of social science, public health, law and health sciences.

Assessment

• Group presentation and written assessment

Module Lead: Dr Chris Willott (chris.willott@kcl.ac.uk)
Term 1. 15 credits. Core Module.

Content.

This module will introduce you to theories and issues of development and how they relate to global health. It will require you to think critically about the use and loaded nature of the term 'development'; the impact of colonialism on development and on health inequalities; the efficacy of various aid and development strategies; the tension between market and state-led development; the role of civil society, global institutions and emerging economies in development; and changing trends and challenges in development theory and practice.

Educational aims
This module will:
- Introduce students to social science concepts and thinking
- Challenge students to think critically about the concept of development and understand the contested nature of the concept
- Provide a critical overview of development theories, practice and outcomes over the past century, and to link these to global health
- Examine current and future trends and dynamics within development and global health.

Learning outcomes
By the end of the module, students should be able to:
- Critique the concept of development and analyse discourses of development
- Analyse various theories of development and evaluate strategies for development at international, national and local level
- Apply ethical principles and development theory to real scenarios faced in health partnerships
- Evaluate contemporary development stories and create blog posts that dissect and question them
- Appraise data and arguments in academic publications and the 'grey literature' on development and write essays on topics in social sciences.

Assessment
• Blog post and individual essay

7MRLGH05 Dissertation

Module Lead. Dr Moshi Herman moshi.herman@kcl.ac.uk
Term 1, 2 and 3. 60 credits. Core Module.

Content.

The dissertation is a compulsory element of the MSc. It enables students to develop their ability to plan and execute a significant piece of academic work utilizing the content and skills learnt across other modules. The dissertation is on a topic directly related to global health and can either be an independent project or a project that is connected with a partner organisation that best suit students' interests and skills.

Students submit a 10,000-word academic piece of work in August 2023, following a process of submitting a dissertation outline or proposal and carrying out research supported by an academic supervisor allocated by the module lead.

The dissertation is expected to be a piece of research that is theoretical, literature-based or practice/field-based, which involves the collection, review and analysis of data. Students may choose to collect primary data in which they collect data from a group of people (which will require ethical approval); they may choose to carry out secondary data analysis of existing data sources; or they may choose to carry out a systematic or non-systematic literature review in which they provide an original critical analysis of published data across peer-reviewed and grey literature.

Educational aims

This module should enable students to:
- Understand the purpose of academic research, its goals, strengths and weaknesses
- Appreciate how academic research is produced and the various steps researchers go through to produce the completed piece of work
- Understand how knowledge is produced in various forms.

Learning outcomes

By the end of this module, students should be able to:

- Design a project: primary research, literature review or secondary data analysis
- Work alone but under the supervision of an experienced researcher
- Undertake and present a critical review of literature
- Gather, analyse and present data appropriately
- Critically discuss this and draw appropriate conclusions
- Demonstrate effective academic writing skills.

Assessment
• Dissertation

Module Leads: **Dr Moshi Herman** (moshi.herman@kcl.ac.uk)
Term 1. 15 credits. Core Module

Content.

This module introduces students to the main research methods used in global health. It begins by discussing the philosophical background to research – what is its purpose, how do we make sense of it – before gradually getting more specific about methodology – the broad approaches to qualitative and quantitative research – and data collection and analysis techniques – how do we collect data and what do we do with it once we have collected it? We will also discuss mixed methods research and different kinds of literature review. This module introduces students to the main research methods used in global health. It begins by discussing the philosophical underpinnings of research from different epistemological traditions before embarking in detail on diverse methods used in the field. The module covers broad approaches to qualitative and quantitative research including critical reflection on strengths and weaknesses of varieties of data collection and analysis techniques. We also discuss mixed methods research and different kinds of literature reviews. This introductory core module doesn't provide hands-on practice in data collection and analysis and therefore we recommend additional applied data analysis modules to those considering undertaking empirical work in their dissertation.

Educational aims
This module should enable students to:
- Understand the epistemological backdrop to different research approaches
- Understand how to design and conduct robust qualitative and quantitative research
- Appreciate the diversity of different data collection techniques, and when it is appropriate to use them
- Review the literature and retrieving and critically assessing evidence from a variety of sources, including published research
- Give students the tools to complete their dissertations.

Learning outcomes
By the end of the module students should be able to:
- Describe the concepts and purposes of qualitative and quantitative research, and of basic and clinical research, and how they are defined and assessed.
- Explain the global dimensions of research.
- Utilise the skills needed to critically analyse data in scientific publications and the 'grey literature'.
- Design a research protocol on an aspect of health or health care in a global health context, including background, aims, methods and analysis.
- Utilise the techniques of protocol design, including scheduling and planning, and working with constrained resources, to produce a feasible research proposal.
- Demonstrate how to conduct research ethically, and to obtain ethical approval for a research project submit research protocols to the Research Ethics Committees for approval for future conduct.

Assessment
• Group presentation and individual written assessment

7MLP0001 Health Systems Strengthening

Module Lead: Professor Andrew Leather andy.leather@kcl.ac.uk and Professor Lara Fairall
Term 2. 15 credits. Core Module

Content.

The recent pandemic, numerous conflict settings, and the everyday challenges of delivering healthcare in diverse contexts within peacetime, all shine a light on the fragility of health systems everywhere. This module critiques recent discourse on health system strengthening within the sustainable development goal era, including the need, approach, and impact of health systems strengthening initiatives. Students will be introduced to implementation and improvement science methods and will gain practical skills in critiquing and writing development proposals including the use of Theory of Change and Logic Frameworks.

Educational aims
The educational aims of this module are to:

To understand the importance of:

- Health system strengthening - theoretical framing/experiential learning.
- The wider context: global policy initiatives, different sectors, and settings.
- Learning Health Systems and their relationship to health system strengthening.
- Role of partnerships and relational capital in health system strengthening.
- Improvement and Implementation Science and Quality Improvement.
- Digital health interventions: health needs and resources.
- Best practice research and collaboration between HIC and LMIC.
- Collaboration in global health practice.

Learning Outcomes
By the end of this module, students should be able to:

- To appraise the discourse on health systems strengthening as both a highly technical, but also an intensely political, scope of practice.

- To critique the wider health system context including global and national policy initiatives, across different sectors and settings.

- To investigate the concept of learning health systems and conceptual frameworks for health systems strengthening.

- To appraise the role of global health partnerships and relational capital to strengthen access to quality healthcare.

- To analyse the use of Theory of Change and Logical Frameworks in the design and implementation of health systems strengthening interventions.

- To appraise the opportunities for digital health interventions to transform care delivery and healthcare outcomes.

- To critique the state of health system strengthening research including the role of collaborative research partnerships.

- To appraise the role and importance of collaborative working in global health projects.

Assessments
• Group presentation and individual written assessment

7MRLGH13 Global Health in Local Practice: Health Inequalities in the UK
Module Lead: Dr Moshi Herman moshi.herman@kcl.ac.uk

Term 2. 15 Credits. Optional Module.

Content.

This module explores themes of migration, diaspora, ethnicity and culture and their relationship with health outcomes and health inequalities across social groups in the UK. In the module, we discuss the impact of global health issues in local contexts with a focus on healthcare access and delivery in diverse communities. The module not only draws from academic analysis of health inequalities from the social sciences and humanities but also utilizes case studies and real-world experiences of local and international actors involved in healthcare delivery in under-served settings. This module's sessions are led by a combination of academics and public and global health practitioners from local and international contexts.

Educational aims

This module should enable students to:
- Understand the contribution of sociology of medicine, medical anthropology and political economy to global health
- Discuss the themes of migration, diaspora, ethnicity, class and culture and their relationship with health outcomes and health inequalities between groups in the UK
- Apply these themes to health systems development and delivery
- Understand the impact of global health issues in local contexts with a focus on healthcare access and delivery in diverse communities
- Consider methods for the analysis of health inequalities within the UK
- Utilise relevant skills including critical analysis, qualitative and quantitative research methods, literature reviews and report/essay/manuscript writing.

Learning outcomes

By the end of the module students should be able to:
- Understand the challenges for healthcare delivery in diverse communities.
- Discuss the themes of migration, diaspora, ethnicity, class, diversity and culture and how they relate to healthcare access and delivery in the UK.
- Critically understand issues contributing to disparities in health outcomes between social and demographic groups in the UK.
- Apply and link global health issues to a local health setting.
- Gain experience and apply social scientific methodologies in the analysis of healthcare access and delivery.

Assessments

Group presentation and individual written assessment

7MRLGH13 Global Health in Local Practice: Health Inequalities in the UK
Module Lead: Dr Moshi Herman moshi.herman@kcl.ac.uk

Module Lead: Dr Geoff Whitman
Term 2. 15 credits. Optional Module

Content.

This module critically evaluates the impact of conflict on health and health systems. Topics covered include theories of the causes of war; the role of humanitarian actors and principles in conflict; the impact of war on noncommunicable diseases; the impact of conflict on child health; sexual and gender-based violence in conflict settings; conflict and migration; post-conflict reconstruction of health systems. These broad topics are examined through the lens of various case studies.

Educational aims

This course should enable students to:

- Understand theories of conflict and the interrelationship between conflict and health
- Critically analyse various theoretical understandings of causes of conflict
- Critically engage with the impact of conflict on various issues; and
- Apply this understanding to specific contexts.

Learning outcomes

By the end of the module students should be able to:

- Critically evaluate the impact of conflict on health, health systems and security
- Critically appraise the role of humanitarian intervention in conflict
- Understand the impact of forced migration on health and describe the international humanitarian codes relevant to refugees
- Critically appraise the literature on gender-based violence in the context of conflict and migration
- Critically appraise the effectiveness of conflict prevention and peace-building initiatives
- Critically analyse the academic and grey literature on conflict and health.

Assessment

• Group poster and individual essay

7MPE1000 Principles of Health Informatics

Term 2. 15 Credit. Optional module.

Aim

This module will consider the role of health informatics in modern health systems, spanning research and practice, starting from the fundamentals of information science via methodological aspects of medical knowledge representation and AI, all the way to applications in clinical decision support systems, personalized medicine, and consumer apps. The module will draw upon expertise from industry to ensure content is cognizant of current trends and practice, specifically in the area of commercial decision support tools embedded into the electronic health record (e.g., Metadvice) and analytical dashboards (e.g. Imosphere).

Content

- Basic concepts in informatics and informatics skills
- Information systems in healthcare
- Guideline- and protocol- based systems
- Social networks, telehealth, and mobile health
- Terminologies and classification - ICD, SNOMED, Read, UMLS and natural language
- AI in medicine
- Clinical decision support systems
- Analytics and data science in health
- Personalised medicine and consumer health informatics
- Learning Health Systems

Learning Outcomes

- Understand and appraise the principles and applications of information and communication methods and technologies in healthcare.
- Describe and critically assess digital interventions in health
- Evaluate the appropriateness of different informatics methods for a range of research questions and study types
- Critically examine the role of Electronic Health Records in clinical research and practice
- Demonstrate the skills in planning, communication and reporting required for the successful implementation of health informatics solutions
- Critically analyse and contextualise the role of Artificial Intelligence in decision support systems and how it contributes to the broader vision of a Learning Health System.

Assessment

Coursework x 2 essays

Term 2. 15 Credit. Optional module.

Aims

The educational aim of this module is to critically examine primary care from a public health perspective. Ways of improving the effectiveness of primary care will be considered in the context of the often-competing demands of population health and individual choice. Current issues around how primary care initiatives are developed will be critically examined with reference to multiple current case studies.

Content

- This module will be relevant to professionals working in primary care who are involved in Public Health. It will address several key issues aimed at developing and enhancing primary care practice:
- Overview of current healthcare system: shift to market economy/health as a commodity
- History and definitions of evidence-based medicine, patient centred care, and shared decision making.
- Meaningful application of evidence around multi-morbidity/multiple health needs/broader determinants of health
- Emergence of specific concepts around self-management, co-creating health/co-production, the expert patient, e-health, precision medicine, personalised health care, interface between physical and mental health needs
- Key approaches and innovative models to deliver public health interventions through primary care
- Risk communication methods from the psychological research, and limitations in applying to clinical practice
- The meaningful application of old/familiar concepts holistic care, expert generalist, continuity of care, multidisciplinary teams
- The application of these concepts to dominant long-term conditions, e.g., Stroke, COPD, cardiovascular disease, mental health

Learning Outcomes

Upon successful completion of these module, students will be able to:

- Critically discuss the concepts of evidence-based medicine and patient centred care, and how these concepts may conflict.
- Discuss issues around communicating population-based research to individual patients, including an understanding of best practices for communicating risk.
- Critically examine the effectiveness and limitations of current methods.
- Examine the concept of the 'prevention paradox' from a primary care perspective, and the implications for this on health promotion.
- Evaluate the evidence base for primary care as a method for delivering public health and develop a critical awareness of how it can be most effectively delivered.
- Describe how common checks and appointments delivered in primary care may be considered as screening tests (e.g., PSA testing, dementia 'casefinding'), and evaluate their performance by this standard.
- Critically examine the development of a current primary care initiative, (e.g., reducing hospital admissions, NHS Health Checks).
- Take a critical approach to commonly used indicators of population health (e.g., disease prevalence, use of preventative medication), and describe the benefits and potential harms of target-driven practice.

Assessment

Coursework and Exam

7MHPH007 Sociology of Health and Illness

Term 2. 15 Credit. Optional module.

Aims

Students completing this module will be able to: - apply medical sociological concepts to public health issues; take a critical approach to interpreting data; understand the assumptions and approaches to social science research.

Content

The module will focus on three major areas:

1) *Experiences of health and illness:* explanations of illness behaviours and service use, the sick role, social labelling and stigma, biographical disruption in chronic illness, and medical and social models of disability.

2) *Social structure and health:* theories, characteristics, and measurement of major social divisions (social class, gender, race/ethnicity, and old age), and their experiences of health and illness, the role of psychosocial risk factors in illness onset and recovery.

3) *Health professionals, patients, and service users:* theories of professionalisation and professions, challenges to professional autonomy, changing models of professional-patient relationships, consumerism, and empowerment in health care.

Learning Outcomes

On completing this module students will gain an understanding of the social patterning of ill health and the social meanings and responses to disease and will be able to apply this to the analysis of public health policy and practice. They will also be aware of the ways in which wider social forces influence roles and relationships within the health sector and their implications for service delivery.

Assessment

Coursework x 2

6MRWWC06 Women and Children's Global Health

Module Lead: Professor Sophie Moore

Term 2. 15 credits. Optional module

Content & Educational aims: This optional module aims to provide students with a comprehensive understanding of the general and reproductive health status of women globally, and the health of their children, with a particular focus on low- and middle-income settings. Through specialist lectures and seminars, the module will equip students with a clear understanding of the determinants of women and children's health, and an understanding of existing preventive strategies and programmes to address women's health and well-being, as well as the health of their children. The module draws upon the existing KCL-wide expertise in Women and Children's Global Health.

Learning outcomes: By the end of this programme students should be able to:

demonstrate knowledge and understanding of the epidemiology of Women and Children's Health globally

identify and evaluate the determinants of Women and Children's Health in different Global Health contexts, including socio-economic, cultural, behavioural, environmental, political and other determinants

apply a range of key methodological skills, as they are applied to Women and Children's global health, including epidemiologic methods and intervention/programme evaluation techniques

evaluate the socio-cultural, political and ethical issues surrounding Women and Children's Global Health

through a student-led assessment, identify an appropriate research question in Women and Children's Global health, and provide a critical discussion and evaluation of the selected topic

Assessment: A course of 10 weeks of lectures and seminars (including 1 consolidation week and 1 revision week) and one written technical report (up to 3000 words) constitute the core of this course. The topic of the technical report will be selected by each student during the course and should be submitted via KEATS.

Optional module outlines taught outside Department of Population Health Sciences.

7SSHM502 Designing Quantitative Research for Social Science and Health

Module Lead: Dr Laia Becares

Term 2. 15 credits. Optional module

Educational aims:

This module aims to provide students with a foundation level understanding of statistics in the social sciences, and basic skills to interrogate a large social science dataset using STATA.

Module Objectives:

On successful completion of this module, students will:

Understand the concepts behind basic descriptive and inferential statistics for social science research, and how to interpret these statistics

Understand the principles of correlation, t-tests, chi-square and regression in social science research, and how to interpret these tests

Demonstrate competence in a basic level of data manipulation using STATA to prepare social science datasets for statistical analysis

Demonstrate competence in the use of statistical software (STATA) to interrogate social science datasets using descriptive statistics and commonly used statistical tests.

Assessment:

1 x problem set (25% of overall module mark)

1 x 2,750-word project (75% of overall module mark)

7SSHM502 Designing Quantitative Research for Social Science and Health

7SSHM503 Designing Qualitative Research for Social Science and Health

Module Lead: Dr Rishita Nandagiri

Term 2. 15 credits. Optional module

Module description

This module is designed to equip students with the skills, knowledge, tools and imagination(s) required to conduct rigorous and ethical qualitative research in social science and health.

The module introduces students to the fundamentals of qualitative research in social science and health including research questions and design, sampling, data collection, data analysis, reflexivity and ethics.

Lectures will engage with the main qualitative research methods (i.e. interviews, focus groups, observations), and qualitative data analysis (e.g. thematic analysis), and the importance of methodological coherence. Seminars will be more practice-oriented, supporting students with the development of their research questions, interview skills, topic guides, and data analysis methods; in preparation for their summative assessment (a small, original qualitative research project). The lectures and seminars, alongside the summative assessments, will prepare students for understanding, assessing and conducting qualitative research in social science and health.

MODULE AIMS: On successful completion of this module, students will be able to:

Design and conduct a small, original, qualitative research project including:

Formulating appropriate research questions

Critically engaging with research ethics, including reflexivity

Designing an appropriate topic guide

Conducting short interviews

Collecting and managing qualitative data

Analysing qualitative data using an appropriate technique

Demonstrate knowledge of core methods used in qualitative research (e.g., interviews, focus groups and observation), the core principles of qualitative research (e.g., transparency, traceability, transferability), and key concepts of research in social science (e.g., methodological coherence)

Produce a written qualitative research report

Assessment:

Formative 500- word outline (0% of overall module mark)

Summative 1 x 3,500-word small original qualitative research project (100% of overall module mark)

7SSHM624 Decolonizing Research Methods in Global Health

Module Lead: Dr Nancy Tamimi

Term 2. 15 credits. Optional module

MODULE AIMS:

The module's educational aims are to:

Introduce and extend students' depth of knowledge of the theories, conceptualisation, and history of decolonisation in Global Health and Social Medicine.

Develop students' skills to critique colonial legacies and asymmetry in power relations and their impact on global health research.

Motivate students to question the universal hold of our Euro-centric research methods in the field of global health.

Instil an understanding and respect for the indigenous and non-indigenous research approaches and practices from different parts of the world and their impact on knowledge production in global health and beyond.

Shed light on the conversations in critical interdisciplinary fields that articulate alternatives to the coloniality of status-quo research methodologies and ethical framework.

Equip students to apply the decolonisation lens, addressing topics related to research methods in global health.

MODULE OBJECTIVES:

By the end of the module, students should be able to:

Critique the asymmetry in power relations and colonial legacies and their impact on global health research

Have insight into research methods and practices from different parts of the world

Engage in interactive learning and think collaboratively of future pathways towards decolonising global health research

Engage in conversations that articulate alternatives to the coloniality of status-quo research methodologies and ethical framework

Begin to apply the decolonisation lens addressing topics related to research methods in global health

Assessment: Coursework 3,000-word essay

7SSHM606 Global Health Ethics

Module Lead: Shagufta Bhangu

Term 2. 15 credits. Optional module

MODULE DESCRIPTION: The improvement and promotion of global health is arguably one of the most important goals facing humanity in the 21st century. Achievement of this goal is predicated on an understanding of the value systems, modes of reasoning and power structures that have driven and shaped patterns of health and ill-health around the world. This module focuses on the ethical considerations regarding public and population health as well as justice concerns. We will discuss and analyse three areas in particular: how poor global health is exacerbated; what ought to be done about highlighted problems; and reasons why something ought to be done, thereby linking global health ethics with questions of social justice.

MODULE AIMS:

On successful completion of this module, the student will be able to:

Critically appraise the complex and sometimes contradictory conceptual and theoretical approaches in global health ethics

Elucidate key theories of justice as these have been developed in political philosophy and applied in the global health field

Advance approaches that integrate social science and analytic approaches to global health challenges, and apply this integrated approach to diverse challenges in global health

Demonstrate critical awareness and systematic understanding of the ways in which specialist knowledge is constructed, deployed and represented in the interrelated fields of ethics, science, medicine, international law and policy.

Demonstrate a level of conceptual understanding of research and theoretical knowledge at the forefront of global health ethics that enables the student to critically evaluate research and argue for alternative innovative approaches

Assessment. 1 x 500-word abstract (formative only)

1 x 3,000-word essay OR 1 x 3,000-word policy brief (100% of overall module mark)

The College Generic Marking Criteria Level 7

The College marking criteria set out below should be read in conjunction with module specific guidance and requirements. The College marking criteria provides

guidance on the overall standards expected at different grade bands. Further details about the College marking framework are available on-line which you have

access to upon registration but please use this as a starting point. To view the marking criteria please see King's Marking Framework pp. 28-32. college-marking-framework.pdf

Format and referencing requirements for written assignments (essay, report)

This assessment requires you to write a XXXX-word essay. Please ensure you:

- write in an essay format

- are familiar with the marking criteria

- use Harvard referencing or **APA (7th)**

- use a word processor

- use Arial font, size 12 with 1.5 line spacing and page numbers

Word Count and word limit requirements:

- Word count should include the main body of the text: headings, in-text citations, and quotes.
  Word count should not include: the coursework title, references list/bibliography, footnotes, tables, figures and appendices.

- You should not exceed the specified word limit by more than 10%. For example, for an essay with a 1500-word limit, you must not write more than 1650 words. If you exceed the word limit for your assignment by more than 10% (even by one word), the assessment mark will be reduced by 10%.

- Please note that examiners may not read more than 10% beyond the word limit, so exceeding it could cause you to fail an assessment if crucial information does not fall within this word limit allowance.

- No penalty is applied to candidates whose work falls short of the prescribed limits. Such work will be marked in accordance with the academic criteria.

Generative AI: student guidance

Artificial Intelligence, or AI, refers broadly to any technology or system that can reason and/or adapt, sometimes on its own, to achieve certain goals. For example, predictive text on a smartphone guesses what you will write next, or a robot that can analyse what's around it and then make decisions to act within its environment autonomously. Please read carefully and familiarise yourself with the guidance in this link. In particular, you should be familiar with the following guidance:

- What do you mean by AI and generative AI?

- Is generative AI banned at King's?

- How could generative AI help with my studies?

- What should I be alert to?

- If I use AI in an assignment, will it affect my grade?

Policy on Equality, Diversity and Inclusion

King's College London is committed to creating an inclusive environment that promotes equality of opportunity for everyone in its community. King's values the diversity of its staff and student body and recognises that this is both a strength and a defining feature of King's as a London university in a global context. Equality, diversity and inclusion are cornerstones of King's Strategic Vision 2029. A key

guiding principle of this vision is to create an inclusive environment where all members of King's community are valued and able to succeed. Equality, Diversity and Inclusion Policy