



UNIVERSITY OF LONDON
External System

ACADEMIC EXCELLENCE SINCE 1858

2010–2011

Postgraduate study in

International Primary Health Care

by distance learning



www.londonexternal.ac.uk/iphc

Academic direction by:



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Postgraduate study in International Primary Health Care

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Key dates

Application deadline:	31 May
Registration deadline:	31 July
Course starts:	31 August
Examinations take place:	June
Application deadline for scholarships:	30 April

About the University of London award you receive

As an External student, you register with the University of London for a University of London award. The academic direction of your programme – including the syllabus, assessment, learning resources and, where given, academic support – is the responsibility of a particular College, or consortium of Colleges, of the University of London, known as the 'Lead College'. UCL is the 'Lead College' for the programmes in this prospectus.

When you graduate with a degree, diploma or certificate from the University of London you will be sent two documents – a final diploma (i.e. the parchment you receive on graduation) and a Diploma Supplement.

The final diploma will indicate that you were registered with the University of London and awarded a University of London degree, and give the name of the Lead College which conducted the examinations. The University of London logo and signature of the Vice-Chancellor of the University of London are incorporated.

The Diploma Supplement will describe the nature, level and content of the programme you successfully completed and include a transcript of courses taken and marks achieved, as well as the overall classification. It also provides further information about the role of the Lead College and method of study. It explains that there is no difference between the standards of awards, whether they are obtained by External study, or face-to-face at a College of the University of London.



The University of London and the External System

Welcome from Professor Jonathan Kydd, Dean, University of London External System and Sir Graeme Davies, Vice-Chancellor, University of London

For more than 150 years, the University through its External System has been offering degree programmes to students all over the world. It has always prided itself on being an international institution and its External System demonstrates this inclusive outlook. Today, it has 45,000 students in over 180 countries, bringing the University to you through flexible and distance learning.

As a family of world-class institutions, the University has a reputation for academic distinction in teaching and research, both in the UK and internationally. All programmes offered through the External System are developed by academics within the Colleges of the University. This ensures that our awards are recognised worldwide for their quality and value, and that students benefit from the academic



rigour and cutting-edge research undertaken within the Colleges.

Studying with the University of London is one of the greatest investments you can make in yourself. We look forward to welcoming you into our global community of students and wish you every success.

The University of London is one of the leading universities in Europe. Its world-class federation of 19 Colleges and a number of smaller specialist Institutes provides an unrivalled range of education opportunities of outstanding breadth and quality. Unique in its size, the federation includes specialised Colleges such as LSE, while others such as UCL are multi-faculty.

In 1858, with the establishment of its External System, the University

broke new ground by opening up its awards to those who either could not or did not wish to come to London to study. Academics who teach and assess campus-based students develop and write the study materials for all our programmes. They also set the exam papers and are responsible for marking the scripts.

Robust quality assurance mechanisms have been endorsed by the Quality Assurance Agency – the UK's independent body

for safeguarding the quality and standards of Higher Education. External students are examined to exactly the same standard as that required of students enrolled at the University's constituent Colleges. This principle of equivalency is enshrined in our Regulations: 'Candidates granted degrees and other awards shall have attained the same academic standard irrespective of mode or place of study or examination'.

Academic direction: UCL (University College London)

Developed by experts

One of the largest Colleges of the University of London, UCL provides the academic direction for this programme. It was the first institution to offer systematic teaching of medicine. Today, UCL has one of the largest concentrations of biomedical expertise in Europe.

This programme for External students has been developed by UCL's Research Department of Open Learning within the Division of Medical Education, part of the School of Life and Medical Sciences. The Department has academic staff drawn from a range of professional backgrounds including primary care, public health, psychology, economics and political science, and social policy.

The Department has a long tradition of developing and evaluating innovative approaches to both undergraduate and postgraduate teaching. Its numerous research teams cover a wide range of programmes funded by the UK Medical Research Council, the Department of Health and the National Institute for Health Research.



Studying International Primary Health Care



An introduction from Professor Trisha Greenhalgh

Programme Director, International Primary Health Care



The vision behind this programme is to develop students' abilities in high quality research, service and teaching in primary care by providing a programme of study characterised by rigorous academic standards, learner-oriented objectives, flexibility and relevance to real-life practice.

The programme is offered at MSc, Postgraduate Diploma and Postgraduate Certificate level. It combines educational methods that encourage self-directed learning, reflection on personal experience and critical thinking with state-of-the-art web technology and

the extensive online and print resources. We anticipate that our graduates will make a major contribution to original research, systematic review, teaching and service development in primary care.

It is the world's first fully online postgraduate programme in primary care. My team of academics has been developing, delivering and evaluating web-based modules and short courses since 1998. Our success was acknowledged when our course team won the prestigious 2005 e-Tutor of the Year Award (run by the UK Higher Education Funding Council).

We have worked hard to produce a programme aimed specifically at an international student market, which addresses the many diverse needs of leaders, educators, researchers and change agents working to develop primary health care in different countries and settings. We hope that you find the learning materials and interaction with others helpful to your own work in primary health care, and we wish you every success with your studies on this programme.

Programme aims and objectives

This is an 'executive' programme aimed primarily at senior clinicians, researchers, policy-makers and leaders in education. Its aim is to promote high quality interprofessional research, teaching, and service development in primary health care in an international context, with specific emphasis on comparisons and contrasts between different health care systems.

On completion of the programme we expect our students to be able to:

- Access, understand and apply published research evidence in a primary care setting.
- Develop, evaluate and maintain effective and appropriate health services for populations.
- Teach and support others by developing training courses and academic curricula.
- Identify and meet their lifelong learning needs.

'From the background reading on different approaches to primary care development, I was able to select confidently the right model for my own community and setting.'

Cathy McLeod

Profile: Cathy McLeod | MSc International Primary Health Care graduate

'The academic training of the MSc was invaluable in so many aspects of this work. From the background reading on different approaches to primary care development, I was able to select confidently the right model for my own community and setting. Training in literature review made it easy for me to read up on examples of other comparable initiatives throughout the world, and learn lessons from others' experiences.

Whilst I knew before starting the MSc that 'community engagement' was important, my studies gave me a theoretical understanding of this complex concept and gave me some quality criteria for measuring how well my team was achieving it. Finally, I developed skills in the analysis of data, both qualitative and quantitative.'

Cathy McLeod is a nurse by background who now works as a

health care planner with a focus on supporting improved delivery of primary health care services in the Chilcotin region of British Columbia, Canada. Her responsibility encompasses a large geographic area and a population of 250,000.



Why study with us?

Is the programme for you?

The vision behind this programme is to develop students' abilities in high quality research, service and teaching in primary care by providing a programme of study characterised by rigorous academic standards, learner-oriented objectives, flexibility and relevance to real life practice.

It addresses the needs of leaders, educators, researchers and change agents working to develop primary health care in different countries and settings. It will broaden your expertise and you will be expected to make a major contribution to original research, systematic review, teaching and service development in primary care.

'I think the support and obvious commitment of the tutors has been outstanding. This has gone a long way to allaying my fears about whether the effort and the expense will be worth it'.

Don Eby, MSc graduate and GP, Canada

How distance learning works for you

Studying at a distance is ideal if you have family responsibilities or work commitments. It allows a high degree of flexibility and is particularly appropriate if you travel regularly or have irregular working hours which means that you cannot attend weekly classes. Generally you can study whenever, wherever and however you choose.

■ Fits your needs

You can study for either a full MSc, a Postgraduate Diploma or a Postgraduate Certificate.

■ Fits your lifestyle

You can fit your study around family and work commitments.

■ Fits your finances

As there are no requirements to come to London to study, your overall costs to study full time are substantially lower. You will have no travel, relocation or accommodation costs. What's more, you can continue working.



Taster module

A taster module is available through our website to help you decide if this course is right for you. The module gives you a flavour of what it is like to study International Primary Health Care by distance learning. It closely follows the typical structure of a module found on the course and provides examples of the course material, exercises, assessments and virtual seminars.

Please visit: www.londonexternal.ac.uk/iphc/taster.shtml

Programme structure

Two compulsory core modules

- The academic study of primary care (15 credits)
- Research methods for primary care (45 credits)

PLUS two elective modules (30 credits each) from:

- International comparisons in primary health care
- Getting research into practice and policy
- Quality improvement in primary care
- Health informatics
- Narrative in health and illness

PLUS one dissertation module (60 credits) from:

- Research dissertation
- Service development dissertation
- Teaching and learning dissertation
- Systematic review dissertation

Please note: not all modules will necessarily be available every year.

The **MSc degree** structure (shown opposite) consists of two compulsory core modules, two elective modules and a dissertation.

The **Postgraduate Diploma** consists of the two compulsory core modules plus two elective modules.

The **Postgraduate Certificate** consists of the two compulsory core modules.

Please note: all elective modules can be taken as stand-alone short courses.

Time commitment

For individual modules, a reasonable expectation for study and exam preparation would be around 125 hours per 15 credits. You have between two to five years to complete the MSc or Postgraduate Diploma and between one to five years to complete the Postgraduate Certificate. You will need to study for an average of 10-15 hours per week during term-time (approx. 40 weeks of the year).

Induction module

In order to familiarise yourself with the online learning environment, you must satisfactorily complete an induction module at the start of the programme.

Assessment

Your progress through the programme will be tested through a combination of assessed coursework and unseen written examinations. The examinations will be designed to assess understanding of broad principles and problem-solving skills, not rote memory. A typical examination question will ask you to comment critically on a published paper, set of data, or a description of a real-life primary care problem. You can study anywhere and can choose where you are assessed. We have a comprehensive network of examination centres which span over 180 countries worldwide.

An innovative approach to learning



How you study

Our teaching and learning model is based on the principles of constructivist adult learning. It comprises both static elements (resources) and dynamic elements (online interaction). Static elements include a range of high quality online study materials (journal articles and book chapters via hypertext links from reading lists), supplemented by key textbooks and study packs.

The Online Learning Environment

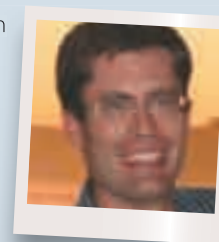
The dynamic element of the programme is provided through an Online Learning Environment. This is a virtual classroom that enables you to communicate with tutors and other students from around the world.

You will be placed in small groups of between 5-15 for your online group work. Each group is allocated its own tutor who is responsible for both group process (e.g. ensuring that ground rules are established) and academic content.

Within the structured period allocated to each virtual seminar, you will be able to contribute to the conferencing 'discussion' at times that suit you best. All contributions are stored so that you can make reflective and considered contributions. You are also able to print out a permanent record of all discussions on a particular topic within your tutor group.

Online discussion forums for each module are also available for queries not directly related to the virtual seminar topic.

Profile: Ben Gaunt | MSc International Primary Health Care graduate



'The MSc provided me with an opportunity to move beyond simply 'doing' primary health care by providing me with tools and skills that allow me greater insight into my patients as individuals as well as my work as a clinical manager. I've learnt how to better analyse and do research.

A real bonus was that it was practically relevant; my dissertation evaluated our TB programme and allowed us to identify areas where change has markedly improved our care. It was wonderful being able to study with people from all over the world, without moving from my own rural location in South Africa. I am the richer for the insights of my fellow students. The tutors were, quite simply, brilliant. I highly recommend the MSc to anyone interested in primary health care.'

Ben is a GP based in rural South Africa; he graduated with distinction in 2009.

Module outlines

Induction module (no credit)

Please note: this module must be satisfactorily completed before beginning the compulsory core modules. If you do not complete this module, you may find you do not have the skills necessary to take part in an online programme. It is your responsibility to ensure that you have completed this module. Online induction for course software: gaining access, using different functions, interacting in an online environment.

COMPULSORY CORE MODULES

The academic study of primary care (15 credits)

Basic study skills. Introduction to adult learning theory and professional development plans. Introduction to online group work. Personal organisation, time and stress management. Introduction to primary health care as an academic discipline.

Research methods for primary care (45 credits)

Nature and scope of research in primary health care. Ethical considerations. Qualitative research methods. Quantitative research methods. Critical appraisal and biostatistics. Questionnaire development. Principles of secondary research.

ELECTIVE MODULES

Please note: not all modules will necessarily be available every year.

International comparisons in primary health care (30 credits)

Models and theoretical frameworks for analysing and comparing research, service and education across health care systems. Student-generated case studies of research, education and service development projects from different countries and contexts. Introduction to the anthropology of health and illness. Understanding and addressing the needs of displaced populations such as migrants, refugees and asylum seekers.

Getting research into practice and policy (30 credits)

Clinical epidemiology and evidence based clinical practice. Implementation of clinical guidelines. Theories of change (psychological, psychoanalytic, pedagogical, cultural, organisational). Strategies and resources for supporting change. Exploring case histories of practical problems in change management for clinical effectiveness.

Quality improvement in primary care (30 credits)

This module aims to introduce students to the academic study of quality improvement. On completion of this module, the student will have:

- explored the different meanings of quality in the context of primary care
- appraised a range of approaches and tools for promoting quality in primary care
- assessed the role of governments, organisations, professionals and service users in quality improvement initiatives
- studied the research evidence on what works best in quality improvement

Module outlines

- planned a quality improvement project of relevance to your own organisational context

Health informatics (30 credits)

Information systems in health care, including the design of health information systems and health care records; language and coding; and compatibility and security issues. 'Datasets' – strengths and limitations. Informatics in education and continuing professional development.

Narrative in health and illness (30 credits)

This module aims to promote the understanding and use of narrative methods in health care research, teaching, and service development. On completion of this module, the student will be expected to:

- explain the theoretical advantages and limitations of narrative approaches to the study of health and illness
- apply the principles of narrative analysis to patients' illness narratives and narratives of professional practice, including ethical issues

- outline how narrative methods might be used to inform a component of an educational course or a quality improvement or service development initiative.

DISSERTATION MODULES

Please note: not all modules will necessarily be available every year.

Research dissertation (60 credits)

Prerequisites: The academic study of primary care [6831IP02] and Research methods for primary care [6831IP03]. Identifying and refining a research question. Scoping, developing and undertaking a research project. Identifying sources of funding. Research ethics. Project management. Intellectual property, authorship, publication.

Service development dissertation (60 credits)

Prerequisites: The academic study of primary care [6831IP02] and Research methods for primary care [6831IP03]. Principles of community based approaches to developing primary

care services. Planning and prioritising interventions to meet local needs. Implementation of community health programmes. Evaluation of primary care development projects – qualitative and quantitative approaches.

Teaching and learning dissertation (60 credits)

Prerequisites: The academic study of primary care [6831IP02] and Research methods for primary care [6831IP03]. Teaching and training in primary care – defining roles and responsibilities. Developing and delivering educational courses and events. Overcoming practical barriers to effective teaching in a community setting. Assessment of learners and evaluation of teaching.

Systematic review dissertation (60 credits)

Prerequisites: The academic study of primary care [6831IP02] and Research methods for primary care [6831IP03]. Advanced search techniques. Principles of systematic review and research synthesis. Principles of meta-analysis. Statistical techniques for meta-analysis.

Entrance requirements

Academic

A second class honours degree, or the equivalent, in an appropriate subject, from a university or other institution acceptable to the University.

AND

English language

All students whose first language is not English must be able to provide recent evidence that their spoken and written command of the English language is adequate for the programme of study. The required level for this course is advanced level. This requirement is specified in order to ensure that the academic progress of students is not hindered by language difficulties. The required evidence may take the form of either:

1. Substantial education (minimum one year) or work experience (minimum eighteen months) conducted in English and undertaken no more than three years prior to the proposed date of enrolment, **or**

2. A recently obtained acceptable English language qualification or test result. The qualification or test result must have been awarded no more than three years prior to the proposed date of enrolment.

Listed below are all the English language qualifications and tests that are recognised.

■ International English Language

Testing System (IELTS)

Overall grade of 7.5 with a minimum of 6.5 in the listening and reading subtests and 6.0 in the writing and speaking subtests.

■ Test of English as a Foreign Language (TOEFL) and Test of Written English (TWE) or Essay Rating

Computer-based version –

Score of 267, plus 5 in essay rating.

Paper-based version –

Score of 630, plus 5 in TWE.

Internet-based version – Score of 109, plus 24/30 in the reading and writing subtests and 20/30 in the listening and speaking subtests.

■ Cambridge Certificate of Proficiency in English

Pass at grade B.

Computing requirements

As this course is entirely online you must have regular access to a computer with an internet connection. Any computer manufactured in the last 3-4 years with a reasonable internet connection should be suitable. A printer is recommended but is not essential. To test your machine you can take the taster module: www.londonexternal.ac.uk/iphc/taster.shtml

Work experience

At least one year's relevant work experience in primary health care.

Please note: applicants who do not hold the qualifications listed here will still be considered, but we will require evidence of your ability to undertake an advanced course of study.

Application and registration process

How to apply and register

Getting started

■ To apply for the **MSc, Postgraduate Diploma** or **Postgraduate Certificate**, please go to our website where you can download an application form: www.londonexternal.ac.uk/iphc

Stage 1

Complete and submit your application form by post as soon as possible, but no later than **31 May**, together with the accompanying documentation listed on the form, to:

The Postgraduate Admissions Office
University of London
External System
Ground floor, Stewart House
32 Russell Square
London WC1B 5DN
United Kingdom
Tel: +44 (0)20 7664 4808
Email: postgraduate_admissions@london.ac.uk

Please note: faxed applications will not be accepted.

Stage 2

When we have received your application form, we will send you an acknowledgement and a student number. Please note that we allocate a student number to everyone who applies – it does not mean that you have been accepted onto the MSc degree, Postgraduate Diploma, or for a Short course. If you have not received an acknowledgement **within three weeks** of sending in your form, please contact the Postgraduate Admissions office with details of your full name, the programme for which you have applied and the date you posted your form.

Stage 3

We will notify you whether or not you have been accepted. Note: applications will only be considered when we have received all the necessary documentation, including the references, where applicable.

Stage 4

If you are accepted, you will be sent:

- an offer of registration
- a fee slip
- a registration form
- a copy of the Regulations.

Stage 5

If you decide to register, you will need to complete your registration form and fee slip and return these, along with the appropriate fee, no later than **31 July**.

Stage 6

Study for all programmes will commence in **September**.

Fees and further information

The fees given below refer to the 2010-2011 academic year only and are subject to annual review. Fees may be paid in one of two ways:

EITHER

On registration, a single payment covering the registration fee and all module fees:

Total MSc degree	£7,060
Total Postgraduate Diploma	£4,595
Total Postgraduate Certificate	£2,240

OR

Pay the registration fee, plus the fee for each module you are taking in your first year. Then, in subsequent years, you pay the fee for each new module you take.

Registration fee (MSc)	£700
Registration fee (PG Diploma)	£355
Registration fee (PG Certificate)	£120
Fee per 15-credit module	£530
Fee per 30-credit module	£1,060
Fee per 45-credit module	£1,590
Fee per 60-credit module (dissertation) – MSc only	£2,120

Students taking a single module for professional development pay a total fee of £1,159.

Please note: if you are taking exams outside London you will have an additional fee to pay to your local examination centre (this fee will vary).

Scholarships

In 2011, the Commonwealth Scholarships scheme is offering 15 scholarships for this programme for students in developing Commonwealth countries. For further information and the application forms please see: www.londonexternal.ac.uk/iphc/scholarships

Please note: the application deadline for scholarships is 30 April.

If you have any further questions after visiting the scholarships web page, please email: p.boynton@ucl.ac.uk

Further information

If you have any questions about this programme or would like further information, please email: iphcadmin@ucl.ac.uk

For further information about any other programmes we offer, please contact us at:

The Information Centre
University of London
Stewart House
32 Russell Square
London WC1B 5DN
United Kingdom
Tel: +44 (0)20 7862 8360/1/2
Fax: +44 (0)20 7862 8358
Email: enquiries@london.ac.uk

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<http://twitter.com/londonu>



<http://londonexternal.wordpress.com/>
(Student blog)

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UNIVERSITY OF LONDON

External System

ACADEMIC EXCELLENCE SINCE 1858

The University of London offers a wide range of subjects for study at a distance; from full degree programmes to certificates and short courses. For further information on each programme please visit: www.londonexternal.ac.uk/prospective_students

Undergraduate

- Accounting
- Accounting and Finance
- Accounting with Law
- Banking
- Banking and Finance
- Business
- Business Administration
- Classical Studies
- Computing and Information Systems
- Common Law
- Creative Computing
- Development and Economics
- Divinity
- Economics
- Economics and Finance
- Economics and Management
- English
- Finance
- Geography and Environment
- History
- Information Systems
- Information Systems and Management
- International Development
- International Relations
- Law
- Management
- Management with Law
- Mathematics
- Mathematics and Economics
- Philosophy
- Philosophy, Religion and Ethics
- Politics and International Relations
- Social Sciences
- Sociology
- Sociology with Law
- Theology

Postgraduate

- Agricultural Economics
- Applied Educational Leadership and Management
- Applied Environmental Economics
- Banking
- Citizenship and History Education
- Clinical Trials
- Economic Policy
- Educational and Social Research
- Environmental Management
- Epidemiology
- Finance
- Finance and Financial Law
- Financial Sector Management
- Human Resource Management
- Infectious Diseases
- Information Security
- International Business
- International Management
- International Management (China)
- International Primary Health Care
- Law
- Livestock Health and Production
- Managing Rural Development
- Organizational Psychology
- Petroleum Geoscience
- Policy Studies
- Poverty Reduction: Policy and Practice
- Public Financial Management
- Public Health
- Public Management
- Public Policy and Management
- Quantitative Finance
- Sustainable Development
- Veterinary Epidemiology and Public Health