

Teaching and Examination Regulations

MASTER's Degree Programme
Research Master Global Health

B. Programme-specific section

Academic year 2016-2017

Section B: Programme-specific section

- 1. General provisions**
 - Article 1.1 Definitions
 - Article 1.2 Degree programme information
 - Article 1.3 Intake dates

- 2. Programme objectives and exit qualifications**
 - Article 2.1 Programme objective
 - Article 2.2 Exit qualifications

- 3. Further admission requirements**
 - Article 3.1 Admission requirements
 - Article 3.2 Pre-Master's programme
 - Article 3.3 Limited programme capacity [*or: not applicable (n.a.)*]
 - Article 3.4 Final deadline for registration
 - Article 3.5 Dutch language requirement for Dutch-language Master's programmes
 - or*
 - Article 3.5 English language requirement for English-language Master's programmes
 - Article 3.6 Free curriculum

- 4. Curriculum structure**
 - Article 4.1 Composition of programme
 - Article 4.2 Compulsory units of study
 - Article 4.3 Practical training [*or: n.a.*]
 - Article 4.4 Electives [*or n.a.*]
 - Article 4.5 Sequence of examinations
 - Article 4.6 Participation in practical training and tutorials [*of: n.a.*]
 - Article 4.7 Maximum exemption [*or: n.a.*]
 - Article 4.8 Validity period for results
 - Article 4.9 Degree

- 5. Transitional and final provisions**
 - Article 5.1 Amendments and periodic review
 - Article 5.2 Transitional provisions
 - Article 5.3 Publication
 - Article 5.4 Effective date

Section B: Programme-specific section

1. General provisions

Article 1.1 Definitions

In addition to the definitions as laid down in article 1 of TER part A, the following abbreviations are also used in TER part B:

Examination	Abbr.
<i>Exam</i>	E
<i>Report, essay</i>	R
<i>Presentation</i>	Pres
<i>Practical</i>	Prac
<i>Assignment</i>	A
<i>Field Work</i>	FW
Teaching method	Abbr.
<i>Lecture</i>	HC
<i>Seminar</i>	WC
<i>Study group</i>	WG
<i>Computer Lab</i>	CPR
<i>Practical</i>	PR
<i>Field Work</i>	VW
<i>Excursion</i>	EXC
<i>Training</i>	TR

Article 1.2 Degree programme information

1. The programme Global Health CROHO number 66903 is offered on a full-time] basis and the language of instruction is English.
2. The programme has a workload of 120EC.
3. A unit of study comprises 6 EC or a multiple thereof, except for the literature review (9 EC), two internships (30EC each) and three 3 EC courses: (1) Ethics in Global Health and (2) Writing research grant proposal, and (3) Scientific Writing in English
- [4. This programme is executed by three partners of the Amsterdam Institute of Global Health and Development (AIGHD); Department Athena of the Vrije Universiteit Amsterdam, Department of Global Health of the Academic Medical Centre (AMC) and the Center for Social Science and Global Health of the University of Amsterdam (UvA)

Article 1.3 Intake dates

The programme is offered starting in the first semester of the academic year only (1 September). The intake date mentioned in this paragraph ensure that a programme can be completed within the nominal study duration set for the programme.

2. Programme objectives and exit qualifications

Article 2.1 Programme objective

After graduation the student possesses academic knowledge, attitude and skills for the integral analysis of complex (inter) national health problems as well as for the formulation, implementation and evaluation of integral intervention strategies through inter- and transdisciplinary research and taking a system's perspective.

Article 2.2 Exit qualifications

In all events, a graduate of the degree programme will have the following qualifications:

- 1 The student has knowledge of relevant theoretical frameworks from social, behavioural, and beta sciences. S/he has relevant knowledge of the latest developments within these disciplines in as far as they are connected to Global Health. In particular, the student acquires:
 - a) Insight in the most important concepts and theories in the field of Global Health and in relevant related disciplines like health sciences, (bio)medical sciences, management and policy sciences, economics and social sciences including medical anthropology.
 - b) Robust knowledge of and insight in system's thinking and the related models, theories, and related concepts (participation, multi-dimensionality, constructivism, complex adaptive systems, non-linear frameworks)
 - c) Insight in the relevance and function of scientific research in the field of Global Health in society
- 2 The student has acquired the knowledge and insight that are essential for conducting scientific research in the field of Global Health. This includes designing, implementing, and evaluating both health interventions and health care systems to address Global Health challenges.
 - a) Knowledge on research methodologies in the different sub-disciplines of Global Health and their underlying epistemological theories.
 - b) Knowledge of relevant quantitative and qualitative research methodologies and research techniques, their inherent advantages and disadvantages and the way they fit in with research methodologies
 - c) Knowledge of and insight in methods to ensure the quality of scientific research (validity, bias, sampling, etcetera)
- 3 The student has acquired knowledge in and insight of transdisciplinary research in relation to Global Health issues
 - a) The placing of the transdisciplinary research approach with respect to mono-, multi- and interdisciplinary research and insight in the differences and relevance
 - b) Knowledge of the status quo concerning theory (epistemology, methodology, inclusive quality criteria) and insight in the most important research questions within transdisciplinary research
 - c) Central concepts of transdisciplinary research (active participation of relevant societal actors, collective learning process, systems thinking and so forth)
 - d) Insight in relevant concepts and theories for effective communication and co-operation in the framework of transdisciplinary research
 - e) Insight in the steps to be taken in transdisciplinary research^[1] and related methodological aspects
- 4 The student has an attitude that fits with effectively conducting transdisciplinary research in the field of Global Health
 - a) An open, respectful attitude, a reflective, inquisitive nature, critical thinking with regard to ones thinking and handling, cultural sensitivity, and to be aware of the dynamics in group processes and the associated visions, interests and power positions, and to be aware of the broad variation of influences and the willingness to take this into account in research.
 - b) The student looks for solutions and takes responsibility for personal development and personal actions.
- 5 The student has the following general academic capabilities:
 - a) Ability to work in projects
 - b) The student is able to explain fundamental underlying assumption and theoretical schools of his/her focus in global health to scientists and non-scientists alike, incorporating different lines of reasoning, and with the ability to analyse and defend these different points of view.
 - c) The student is able to report findings both in presentations and in reports, for scientists and non-scientists alike
 - d) The student is able to define personal learning goals and evaluate their own functioning by both self-reflection and consultation with others

- e) The student has the ability to independently acquire new knowledge and capabilities in future situations (life-long learning)
- 6 The student has developed the following academic research capabilities
 - c) The student can independently acquire information on Global Health challenges in different relevant disciplines by means of studying literature and conducting empirical research
 - d) The student can analyse acquired data in an integral and scientifically critical fashion
 - e) The student contributes to scientific discussions on planning research and analysing results
- 7 The student has the skills for conducting transdisciplinary research with respect to:
 - a) Setting up a research plan for transdisciplinary research
 - b) Selecting, combining and carrying out methods and techniques for transdisciplinary research and analysing obtained data
 - c) Stimulating group processes and learning processes for transdisciplinary research
 - d) Communicating and co-operating with researchers from different scientific disciplines, as well as professionals from businesses and health, and with policy makers and citizens from different cultural backgrounds
 - e) Integrating knowledge and insight from different alpha-, beta- and gamma disciplines, as well as from relevant societal knowledge
 - f) Monitoring and evaluating the quality and effectiveness of transdisciplinary research
- 8 The student is able to formulate strategies that contribute to solving Global Health issues (on the basis of results from inter- and transdisciplinary research), and to assess them in terms of appropriateness and societal relevance, and thereby continually taking into account ethical and normative aspects.
- 9 The student has skills for monitoring and evaluating the effectiveness of interventions and system innovations and is able to conduct comparative analyses (by means of transdisciplinary research).

[1] Steps: (1) analyse the problem (a concrete, relevant, complex health issue) by means of a needs assessment; (2) development of an intervention on the basis of evidence from science and practice, and from the perspective of relevant actors; and (3) implementation and evaluation of the intervention

Insight in the way data are gathered, processed, analysed and reported

The table below provides an overview of how the qualifications link to the five Dublin descriptors

Table 1: Qualifications in relation to Dublin descriptors

Qualifications	Dublin descriptors				
	Knowledge and insight	Applying Knowledge and insight	Making judgements	Communication	Lifelong learning skills
1. The student has knowledge of relevant theoretical frameworks from social, behavioural, and beta sciences and has relevant knowledge of the latest developments within these disciplines in as far as they are connected to Global Health.	X		X		
2. The student has acquired the knowledge and insight that are essential for conducting scientific research in the field of Global Health.	X		X		
3. The student has acquired knowledge in	X		X		

and insight of transdisciplinary research in relation to Global Health issues					
4. The student has an attitude that fits with effectively conducting transdisciplinary research in the field of Global Health		X	X		X
5. The student has general academic capabilities		X	X	X	X
6. The student has developed academic research capabilities		X	X	X	
7. The student has the skills for conducting inter- and transdisciplinary research		X	X	X	
8. The student is able to formulate strategies that contribute to solving Global Health issues (on the basis of results from inter- and transdisciplinary research), and to assess them in terms of appropriateness and societal relevance, and thereby continually taking into account ethical and normative aspects		X	X		
9. The student has skills for monitoring and evaluating the effectiveness of interventions and system innovations and is able to conduct comparative analyses		X	X		

3. Further admission requirements

Article 3.1 Admission requirements

1.	a Bachelor degree in one of the core disciplines of Global Health. Examples are Biology (Biologie), Biomedical Sciences (Medische Biologie), Health and Life (Gezondheid en Leven), Health Sciences (Gezondheidswetenschappen) and Medicine (Geneeskunde), Medical Anthropology (Medische Antropologie), Health Management (Gezondheidsmanagement), Pharmacology (Farmacologie), Health Economics (Gezondheidseconomie), Medical Sciences (medische natuurwetenschappen).
2	average grades during the Bachelor should be 7.0 or higher in the Dutch grading system, or a foreign equivalent. Preferably, the candidates completed their degree at a University College, did a double degree or an honours programme, or have other proof of having completed a bachelor's programme geared toward excellence. Non-EU diplomas will be assessed by the VU desk for International Relations;
3	a letter of motivation stating clearly why the applicant wants to enrol into the Master's programme Global Health at the VU University Amsterdam. Attached should be a CV, indicating extra-curricular activities that underline the candidate's societal engagement and broad interests, and two reference letters, of which at least one should be provided by the supervisor(s) of the candidate's bachelor thesis or internship.
4	score a sufficient mark on the entrance exam. This exam requires the candidate to answer questions based on a video-recorded lecture and accompanying literature. The exam is web-based, so it can be made from a distance if necessary.
5	students who meet all the requirements and pass the entrance exam, will be invited for an interview with the director of the Master's programme in Global Health. The interview will be the final selection mechanism.

Article 3.2 Pre-Master's programme

1. Students with a Bachelor's degree in a field that corresponds to a sufficient extent with the subject area covered by the Master's programme can request admission to the VU pre-Master's programme of health sciences ("Pre-Masterprogramma Gezondheidswetenschappen"). The master's programme Global Health does not offer its own pre-master's programme, but accepts those students who successfully completed the "Pre-Masterprogramma Gezondheidswetenschappen" (and the criteria as formulated in article 3.1).

2. The pre-Master's programme comprises [30] EC and is made up of the units of study depending on the specialisation chosen by the student.
3. Proof of a successfully completed pre-Master's programme serves as proof of admission to the Master's programme specified within it in the subsequent academic year.

Article 3.3 Limited programme capacity

Not applicable

Article 3.4 Final deadline for registration

A candidate must submit a request to be admitted to the programme through Studielink before 1 June in the case of Dutch students and EU students, and before 1 February in the case of non-EU students. Under exceptional circumstances, the Examinations Board may consider a request submitted after this closing date.

Article 3.5 English language requirement for English-language Master's programmes

1. The proficiency requirement in English as the language of instruction can be met by the successful completion of one of the following examinations or an equivalent:
 - IELTS: 6.5
 - TOEFL paper based test: 580
 - TOEFL internet based test: 92-93
 - Cambridge Advanced English: A, B or C.
2. Exemption is granted from the examination in English referred to in the first paragraph to students who, within two years of the start of the programme:
 - met the requirements of the VU test in English language proficiency TOEFL ITP, with at least the scores specified in paragraph 1 (test date maximum 2 years before start of the application for the master program), or
 - had previous education in secondary or tertiary education in an English-speaking country as listed on the VU website, or
 - have an English-language 'international baccalaureate' diploma]

Article 3.6 Free curriculum

1. Subject to certain conditions, the student has the option of compiling a curriculum of his/her own choice which deviates from the curricula prescribed by the programme.
2. The concrete details of such a curriculum must be approved beforehand by the most appropriate Examinations Board.
3. The free curriculum is put together by the student from the units of study offered by Vrije Universiteit Amsterdam or another institution of higher education and must at least have the size, breadth and depth of a regular Master's programme.
4. The following conditions must at least have been met in order to be eligible for the Master's degree:
 - a. at least 63 EC must be obtained from the regular curriculum, consisting of a research specialization (at least 57 EC, including the literature thesis) and all compulsory courses (6 EC),
 - b. the level of the programme must match the objectives and exit qualifications that apply for the programme for which the student is enrolled.

4. Curriculum structure

Article 4.1 Composition of programme

1. The programme consists of the following components:
 - a. compulsory units of study
 - b. practical exercise
 - c. electives

The first semester of the first academic year of the Research Master Global Health is organized according to the 8 / 8 / 4 structure. This implies that, for the first eight weeks, first year students follow two courses in parallel, and that exams for this courses are organized at the end of the eight weeks. The same structure is applied for the third and fourth courses followed by the first year students.

Article 4.2 Compulsory units of study

Abbreviations of teaching method and examination format are defined in Article 1.1.

The compulsory units of study are:

Year 1

AM_GH-Y1	MSc Global Health year 1					
AM1_GH-V	MSc Global Health year 1 compulsory courses					
AM_1175	Research Methods in Global Health	6	1	WC, CPR, WG, HC	R, Pres, E	400
AM_1176	Global Health Interventions	6	1	WC, WG, HC	E, R, Pres	400
AM_1177	Governance for Global Health	6	2	WG, HC		500
AM_1025	International Comparative Anal. of H.S.	6	2	WG, HC	E, A	500
AM_1102	Research Project Global Health year 1	30	4-6		R, Pres	
AM1_GH-VK	MSc Global Health year 1 comp. choice (choose 6 EC)					
AM_1026	Challenges in Health Systems Innovation	6	3	WG, HC	E, A	500
AMU_0016	Medicine and Human Rights in cross-culture perspectives	6	3			500
AME_0001	Culture, Psychology and Psychiatry	6	3			500
AMU_0017	Future Medicine	6	3			500

year 2

AM_1045	Addressing Disease Burden in a Global C. H.	6	1	CPR, WG	E, A	600
AM_1044	Advanced Methodology ILA in Global	6	1	WC, HC	E, R, Pres	500
AM_1046	Global Health Literature Review	9	2	WG	R, Pres	
AM_1158	Scientific Writing in English (AM_GH)	3	2	WG		400
AM_1047	Ethics in Global Health	3	3	HC, WG	E, R	500
AM_1048	Writing Research Grant Proposal	3	3	WG	R, Pres	600
AM_1116	Global Health Master Thesis	30	4-6		R, Pres	

Article 4.3 Practical exercise]

Except for those practical components incorporated in the compulsory units of study above and in relevant electives, the programme includes a research project (30 EC) in the first year, and a literature review (9 EC) and master thesis (30 EC) in the second year. These are listed in the tables above.

Article 4.4 Electives

The student can take of the following electives:

AM_1026	Challenges in Health Systems Innovation	6	3	WG, HC	E, A	500
AMU_0016	Medicine and Human Rights in cross-culture perspectives or Culture, Psychology and Psychiatry	6	3			
AMU_0017	Future Medicine	6	3			

If the student wishes to take a different course than the units of study listed, advance permission must be obtained in writing from the Examinations Board.]

Article 4.5 Sequence of examinations

Students may participate in examinations [and/or practical exercises] for the units below only if they have passed the examination or examinations for the units mentioned:
Students need to have passed the exams of 24 EC of the compulsory courses of year 1 and the practical exercises before they can start their Research Project Global Health and the courses Addressing the Burden of Disease and Advanced Methodology ILA in Global Health of year 2 (12 EC) before they can start the Global Health Master thesis.
A course can only be passed when the scores on all parts of the examinations are sufficient (6.0 or higher)

Article 4.6 Participation in practical exercise and tutorials

1. In the case of a practical training, the student must attend at least 100 % of the practical sessions. Should the student attend less than 100 %, he/she must repeat the practical training, or the examiner may decide to issue one or more supplementary assignments .
2. In the case of tutorials with assignments, the student must attend at least 100 % of the tutorials. Should the student attend less than 100 %, he/she must repeat the study group, or the course coordinator may have one or more supplementary assignments issued.
3. In exceptional circumstances, the Examinations Board may, at the request of the student, permit an exemption from this requirement if, in the opinion of the Board, the assessment of the intended skills is also possible with a lesser percentage of participation, with or without the imposition of supplementary requirements.

Article 4.7 Maximum exemption

A maximum of 40 EC of the curriculum can be accumulated through granted exemptions.

- either a maximum 40 EC can be accumulated from a *completed* master programme with a duration of two years (120 EC)
- or a maximum of 20 EC can be accumulated from a *completed* master programme with a duration of one year (60 EC)
-

Article 4.8 Validity period for results

As laid down in article 4.8 of TER part A.

Article 4.9 Degree

Students who have successfully completed their Master's final examination are awarded a Master of Science degree. The degree awarded is stated on the diploma.

5. Transitional and final provisions

Article 5.1 Amendments and periodic review

1. Any amendment to the Teaching and Examination Regulations will be adopted by the faculty board after taking advice from the relevant Board of Studies. A copy of the advice will be sent to the authorized representative advisory body.
2. An amendment to the Teaching and Examination Regulations requires the approval of the authorized representative advisory body if it concerns components not related to the subjects of Section 7.13, paragraph 2 sub a to g and v of the WHW and the requirements for admission to the Master's programme.
3. An amendment to the Teaching and Examination Regulations can only pertain to an academic year that is already in progress if this does not demonstrably damage the interests of students.

Article 5.2 Transitional provisions

Notwithstanding the current Teaching and Examination Regulations, the following transitional provisions apply for students who started the programme under a previous set of Teaching and Examination Regulations:

For students who started their programme before the academic year 2015-2016, the TER applicable in the year that they started will remain applicable for three consecutive years, counting from and including the year that the programme was started.

Article 5.3 **Publication**

1. The faculty board will ensure the appropriate publication of these Regulations and any amendments to them.
2. The Teaching and Examination Regulations will be posted on VU-net and deemed to be included in the course catalogue.

Article 5.4 **Effective date**

These Regulations enter into force with effect from 1 September 2016.

Advice from Board of Studies,

2 June 2016

Approved by authorized representative advisory body on 30 June 2016

Adopted by the Board of the Faculty of Earth and Life Sciences / of Sciences on 14 July 2016.

Appendix I

List of articles that must be included in the OER pursuant to the WHW (articles in framed boxes):

Section A

Art. 1.1	7.13, para 1, WHW
Art. 2.1	7.13, para 2 sub w
Art. 3.2	7.13, para 2 sub e
Art. 4.2	7.13, para 2 sub h and l
Art. 4.3	7.13, para 2 sub n
Art. 4.4	7.13, para 2 sub o
Art. 4.5	7.13, para 2 sub j, h
Art. 4.7	7.13, para 2 sub r
Art. 4.8	7.13, para 2 sub k
Art. 4.9	7.13, para 2 sub p
Art. 4.10	7.13, para 2 sub q
Art. 4.11	7.13, para 2 sub a
Art. 5.1	7.13, para 2 sub u
Art. 5.2	7.13, para 2 sub m

Section B

Art. 1.2	7.13, para 2 sub i
Art. 2.1	7.13, para 1 sub b, c
Art. 2.2	7.13, para 2 sub c
Art. 3.1	7.25, para 4
Art. 4.1	7.13, para 2 sub a
Art. 4.2	7.13, para 2 sub e, h, j, l
Art. 4.3	7.13, para 2 sub t
Art. 4.4	7.13, para 2 sub e, h, j, l
Art. 4.5	7.13, para 2 sub s
Art. 4.6	7.13, para 2 sub d
Art. 4.8	7.13, para 2 sub k