

# **Teaching and Examination Regulations**

## **Master's Degree Programme**

B. programme-specific section

### **M Global Health**

Academic year 2014-2015

## **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
  - Article 3.4 Final deadline for registration
  - Article 3.5 English language requirement for English-language Master's programmes
  - Article 3.6 N/A
  
- 4. Curriculum structure**
  - Article 4.1 Composition of programme
  - Article 4.2 Compulsory units of study
  - Article 4.3 Practical training
  - Article 4.4 Electives
  - Article 4.5 Sequence of examinations
  - Article 4.6 Participation in practical training and tutorials
  - Article 4.7 Maximum exemption
  - 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**

See section A

#### **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 thesis (9 EC), two internships (30 EC 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); Athena FALW VU University, Center for Poverty-related Communicable Diseases (CPCD) of the Academic Medical Centre (AMC) and the Center for Global Health and Inequality (CGHI) 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(s) mentioned in this paragraph ensure(s) 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 qualification:

- 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 subdisciplines 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) Insight in the way data are gathered, processed, analysed and reported
  - d) Knowledge of and insight in methods to ensure the quality of scientific research (validity, bias, sampling, etcetera)
- 3 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\* and related methodological aspects
- 4 After graduation 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
- a) The student can independently acquire information on Global Health challenges in different relevant disciplines by means of studying literature and conducting empirical research
  - b) The student can analyse acquired data in an integral and scientifically critical fashion
  - c) 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).

\* 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

### 3. Further admission requirements

#### Article 3.1 Admission requirements

1. Admission to the Master's programme in Global Health is dependent on a number of entrance requirements:
  1. a Bachelor degree in one of the core disciplines of Global Health, containing at least 6 EC of epidemiology and/or statistics. 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 7.5 or higher in the Dutch grading system, or a foreign equivalent. Bachelor thesis or internship should at least be graded with an 8.0. Preferentially, 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.
2. The Admissions Board will investigate whether the interested person meets the admission requirements.
3. When the programme commences, the candidate must have fully completed the Bachelor's programme or pre-Master's programme allowing admission to this Master's programme.

#### 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 the dates that are determined in the Application and Registration Regulation (at <http://www.vu.nl/en/programmes/practical/policies/index.asp>).

#### 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, before 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      N/A

#### 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

##### Article 4.2      Compulsory units of study

The compulsory units of study are:

Year 1

Name of course component	Course code	Number of credits	Period or semester	Teaching method	Type of test	Level
Global Health in a historical perspective	AM_1022	6	1	Lectures, Work groups and training, seminar, Self-study	Written exam, Research design, Presentation	500
Systems Thinking – Theory and Research Methods I	AM_1023	6	1	Lectures, work groups, problem-based learning, self-study	Exam, intervention report	500
Systems Thinking – Theory and Research Methods II	AM_1024	6	2	Lectures, work groups, problem-driven learning, self-study	Written exam, group process (during the group assignment), research report and oral presentation	500
International Comparative Analysis of Health Systems	AM_1025	6	2	Lectures, work groups, problem-driven learning, self-study	Written exam, assignments	500
Research Project Global Health year 1	AM_1102	30	1,2,3,4,5,6	Individual supervision,	Written report, oral	500

				meetings with the research team, progress interviews	presentation	
--	--	--	--	--	--------------	--

## Year 2

Name of course component	Course code	Number of credits	Period or semester	Teaching method	Type of test	Level
Advanced Methodology ILA in Global Health	AM_1044	6	1	Lectures, working groups, group work, self study	individual written exam, portfolio , individual contribution to team work, oral presentation	600
Addressing Disease Burden in a Global Context	AM_1045	6	1	Lectures, work groups, problem-based learning, self-study	Written exam and assignment	600
Global Health Literature Review	AM_1046	9	2	(Individual) supervision and training	Execution of research, written report (article) and presentation	600
Scientific Writing in English	AM_471023	3	2	Study group and self-study	Assignments	400
Ethics in Global Health	AM_1047	3	3	Lecturers workgroups and self study	Written examination and an ethical justification of a grant proposal	600
Writing Research Grant Proposal	AM_1048	3	3	Lectures, problem-based learning, self-study	Individual research proposal and oral presentation	600
Global Health Master Thesis	AM_1116	30	1,2,3,4,5,6	Individual supervision, meetings with the research team, progress interviews	Written article, oral presentation	600

## Article 4.3 Practical training

Name of course component	Course code	Number of credits	Period or semester	Teaching method	Type of test	Level
--------------------------	-------------	-------------------	--------------------	-----------------	--------------	-------

Research Project Global Health year 1	AM_1102	30	1,2,3,4,5,6	Individual supervision, meetings with the research team, progress interviews	Written report, oral presentation	500
Writing Research Grant Proposal	AM_1048	3	3	Lectures, problem-based learning, self-study	Individual research proposal and oral presentation	600
Global Health Master Thesis	AM_1116	30	1,2,3,4,5,6	Individual supervision, meetings with the research team, progress interviews	Written article, oral presentation	600

#### Article 4.4 Electives

The student can take one of the following electives:

Name of course component	Course code	Number of credits	Period or semester	Teaching method	Type of test	Level
Aids, Medicine and Human Rights	AMU0016	6	3	Lectures, work groups, problem-driven learning, self-study	Written exam and assignment	500
Challenges in Health Systems Innovation	AM_1026	6	3	Lectures, work groups, problem-driven learning, self-study	Written exam and assignment	500
Future Medicine	AMU_0017	6	3	Lectures, work groups, problem-driven learning, self-study	Written exam and assignment	500

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 18 EC of the compulsory courses of year 1 and the practical exercises before they can start their Research Project Global Health and the course Advanced Methodology ILA in Global Health of year 2 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

- In the case of a compulsory 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 of the course may issue one or more supplementary assignments.

2. In the case of compulsory 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 examiner of the course may issue one or more supplementary assignments.
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**

Not applicable

**Article 4.8 Validity period for results**

As laid down in article 4.8 of OER 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 authorised representative advisory body.
2. An amendment to the Teaching and Examination Regulations requires the approval of the authorised representative advisory body if it concerns components not related to the subjects of Section 7.13, paragraph 2 sub a to g and v, as well as paragraph 4 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:

1. Compulsory components that have been replaced  
The compulsory components below have been replaced in academic year 2014-2015:

<b>New component</b>	<b>Former component</b>
AM_1116 Global Health Master Thesis (30 EC)	AM_1115 Master Thesis Global Health (30 EC)

From 1 September 2014 students obtain the new component unless they passed the former .

**Article 5.3 Publication**

1. VU: 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 the faculty website and deemed to be included in the course catalogue.

**Article 5.4 Effective date**

These Regulations enter into force with effect from 1 September 2014

Advice from Board of Studies, educational board , on 15-4- 2014

Approved by authorised representative advisory body on 18 September 2014

Adopted by the faculty board on 19 September 2014