MSc Global Health Management

Validation by APHEA and Accreditation by CMI

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Version 7

Introduction to the Programme

Welcome to the Department of Postgraduate Health and Care Management and congratulations on being accepted onto this programme. This MSc in Global Health Management will prepare you for a career in the global health sector by giving you a broad understanding of contemporary issues in global health, with particular focus on the latest digital and analytical skills sought by employers.

This programme handbook provides you with key information about your programme and modules. It should be read alongside the student handbook which can be found on ilearn. The student handbook includes key information about the University's policies and regulations.

What the programme will introduce you to

The MSc Global Health Management course has been designed in collaboration with leading employers to ensure you gain the most important skills needed to develop a rewarding and valuable career, including the latest digital abilities in healthcare data analytics and global health management. This means that you will be ready to take on senior managerial or leadership roles with confidence after graduation. This course will introduce you to a wealth of digital technologies, giving you the chance to learn about virtual simulations used to predict, model, and plan for future infectious and non-infectious disease outbreaks. Our aim is to give you the strongest possible foundation for your future and encourage you to maximise your potential and achieve your ambitions.

Teaching on this programme

Teaching on this programme utilises a variety of methods which will require you to engage in collaboration and discussion with your peers and the teaching staff including industry partners where your research project is related to the healthcare industry. The aim is to support you to develop independent critical skills and other graduate attributes outlined in the programme specification.

Given the quantitative nature of some modules on this programme, an introductory mathematics and statistics module is available to students who need extra support with their academic writing skills or numeracy skills at the beginning of the course. Please make an enquiry for more information.

Please do not hesitate to contact me if you have any questions regarding the programme. I hope you enjoy your time studying for this MSc Global Health Management degree.

Best wishes,
Nancy Coulson
Postgraduate Programme Lead

Programme Advisors

Emma Townsend
Student Support Team Leader
Email: studentsupport@arden.ac.uk
All Locations
For non-academic student support

Nancy Coulson Postgraduate Programme Lead
Email: ncoulson@arden.ac.uk
Office Location: London - Tower Hill
For any programme related queries

Melissa McLaughlin Head of Department
Email: mmclaughlin@arden.ac.uk
Office Location: Manchester
For any programme related queries and academic support

Programme validation and accreditation

What is CMI?

CMI is The Chartered Management Institute and is an awarding body that delivers qualifications for managers. They are the only chartered professional body dedicated to promoting the highest standards in management and leadership excellence. CMI offers practical, proven solutions for individual managers, employers, and education providers alike. Their mandate is to create better led and managed organisations.

What does the student need to do?

Once the student has enrolled onto the Master of Public Health programme and completed the induction, Arden University will register their membership with the CMI. This will provide the student with a wide range of resources that may help them during their studies. CMI offers practical help, fast advice, new ways to learn, handy tools and techniques, regular newsletters, access to events, and mentoring services. Once the student has completed the programme they will receive a Diploma at the relevant level, which is a qualification that is valued by employers making them more marketable.

What is APHEA?

APHEA stands for the Agency for Public Health Education Accreditation. is an independent body established as an *international nonprofit association (INPA)* under Belgian law, with the purpose of accrediting Public Health Institutions and Programmes or their equivalent recognised by APHEA. Validation by APHEA confirms that the curriculum and its contents adhere to European standards for a modern comprehensive degree offering through containing the basic structure and core content expected from programmes in public health.

How does this benefit students?

APHEA represents the five leading associations of public health in the European region. It is committed to assuring and improving the quality of educational activities throughout the European region and the globe. Validation by APHEA allows better transferability of students' qualification and provides students with better opportunity for employment internationally as it is a well-recognised accrediting body. It also means that qualified students will be more attractive to employers.

For students studying Global Health Management this is unique recognition that demonstrates that the course supports effective learning to take place to allow key skills to develop in global public health. This supports career progression to move into fields relating to health leadership, health promotion, health planning/prevention, health policy and research. This is not limited to just these areas; the programme opens the potential to move into a range of roles across the health and care sector globally. Being validated by APHEA adds significant value to employers as it demonstrates the skills that have been endorsed in these areas.

Endorsement by Institute of Health and Social Care Management (IHSCM)

IHSCM's aim is to create a supportive professional body that is relevant in its activities and modern in its approach and who holds sector leaders in the NHS, social care, third sector and private healthcare amongst its members. The IHSCM works with Arden University to contribute to curriculum development and delivery.

As an Arden student, you will become a student member of the Institute, giving you access to a diverse range of events, conferences, workshops and networks as well as opportunities for mentoring and coaching. You are also encouraged to apply for full membership of the Institute once you graduate from the course.

Programme structure

Welcome to the MSc Global Health Management programme.

The programme is made up of core modules and listed in the table below. Students are expected to study 6 of the core modules and the research project to complete the programme. An outline of the content of each of the modules and the assessment methods used can be found in the Module Detail section on ilearn.

Modules	Credits	Core/Option
HCR7017 Research methods	20	Core
HCR7003 Leading Health Projects	20	Core
HCR7001 Health Policy	20	Core
HCR7019 Research Project*	60	Core
HCR7004 Health Services Management	20	Core
HCR7018 Economics in Health Practice	20	Core
HCR7005 Risk Communication and Management	20	Core

*Released semester one, studied semester two and project submitted in final semester of programme.

Please note that the module order above is the set delivery order for this programme.

Core Module Description

Research methods

The Research methods module will further your understanding of, and engagement with, the range of research methodologies used in global health research. The module explores how global health research is generated, the philosophies underpinning research in this field, the methods used by global health researchers, and the ethical, logistical and other challenges faced by researchers.

The module will cover the following topic areas:

- First steps in designing health research
- An overview of study designs in health research
- Primary and Secondary approaches in health research
- Collecting data for a health research project
- Analysing quantitative data
- Analysing qualitative data
- Ethical Issues in health research
- Conducting real world health research in low resource or challenging settings
- Writing up and disseminating health research

Leading Health Projects

This module introduces key principles to successfully lead health projects. It has a focus on how to start, deliver and close a project. It highlights technologies and digital solutions to support the role of the project manager. It discusses key concepts to successfully lead high performance teams.

The module will cover the following topic areas:

- An introduction to project management in healthcare
- Project governance and stakeholder management in a cross-cultural and multisectoral context
- Partnership building and intergovernmental relationships
- Management and leadership skills within a digital environment and conflict resolution
- Project scoping, allocating resources to projects and project scheduling
- Risk management
- Delivering the project
- Project communication and digital healthcare project management
- Closing the project
- Frameworks and methods for project management

Health Policy

This module enables students to gain insights into a range of inter-disciplinary approaches to global health policymaking. For this reason, a number of conceptual and methodological tools will be employed in the attempt to better understand the interrelations between globalization and global health.

The module will cover the following topic areas:

- Understanding global health policy
- The determinants of global health and disease
- Public health, humanitarianism and Global health governance: An integrative perspective
- Evidence-based health metrics and globalisation
- Decision making approaches to global health
- Vulnerability and global mental health
- Socioeconomic perspectives on global health interventions
- Digital health and global health priorities
- A rights-based approach to the various stages of global health policy development
- Disease prevention, health promotion and control of global public health hazards.

❖ **Research Project (60 credits)**

The Research Project is your opportunity to apply the skills and competencies you have acquired throughout the course to real problems in health and care practice. You will apply the theoretical and practical knowledge gained in the classroom and develop a health-related project focusing on the significance and disciplinary relevance of your final report.

Students are expected to start thinking about the research project topic from semester 1. We strongly encourage students who want to pursue a project requiring primary data collection to look to start the process at the beginning of semester 2 to allow enough time for ethics approval.

Students will be assigned supervisors to support them through the process, from conception of the idea of the research project to submission.

Health Services Management

The Health Services Management module develops your understanding of the social, demographic, cultural, economic, technological, political, regulatory, and environmental contexts of healthcare. It will equip you with the skills you will need to lead and manage successfully in often complex healthcare settings in the process of health production and in improving the health outcomes for individuals, households, and the communities they serve.

The module will cover the following topic areas:

- The social, economic, technological, cultural, demographic, political and policy environments in which health service organisations exist
- levels of healthcare organisation, pathways, and systems
- Human and material resources in healthcare organisations
- The economics, financing and funding of healthcare
- Technological applications and innovations in healthcare
- The social determinants of health and the production of health
- Leading and managing health service organisations, and healthcare services for and in times of crises such as pandemics
- Forging strategic partnerships with other healthcare and non-healthcare organisations for healthcare

Economics in Health Practice

The module aims to enable students to explore and apply the principles of health economics to health care. It explores the different technology innovations in healthcare delivery in the United Kingdom and other countries within broad socio-economic contexts. The module provides an understanding of economic evaluations in health policy and interventions and helps build necessary digital skills to analyse health policy issues and challenges in the health sector.

The module will cover the following topic areas:

- Introduction to the healthcare system – individual versus population health
- The role of Health Economics
- Principles of health economics including opportunity cost, demand and supply, cost analysis related to health, cost-effectiveness, cost utility, cost-benefit, quality adjusted life years (QALY) measurement, etc.
- The importance of technology in health care
- Key issues in health economics and the need for change management: Law and ethics
- Economic appraisal and analysis

- Economic evaluation and priority setting the healthcare system
- Health interventions
- Health economics- Case study
- Criteria for the review/assessment of economic evidence using the NICE guidelines

Risk Communication and Management

On this module you will develop an understanding of risk communication and its relationship to risk assessment, risk analysis, and risk management in public health incidents and emergencies. You will develop skills and knowledge in the evolution of risk communication and its application in current and future public health emergencies. You will also explore specific case studies, including evaluating declining trust with 'experts' and the impact of the role of social media and citizen experts, among other topics.

The lessons of the module will cover the following:

- Introduction to Risk Communication and Risk Management (definitions, features and theoretical approaches).
- Risk communication and risk management in public health.
- Principles and Models of Risk Communication in public health.
- Quantitative and qualitative factors in risk communication.
- The psychology and socio-cultural context of risk perception (and the heuristics of risk decision making).
- Risk Communication, social/digital media, public trust and the role of experts.
- Community engagement, crisis communication and risk communication channels.
- The components of risk communication strategies.
- Risk communication in local, national and international epidemics and pandemics.
- Current issues and challenges in risk communication.

Please see ilearn for the full module description forms (MDF) including assessment methods for each module

Closing the Gap in Academic Writing and Basic Statistics

Given the quantitative nature of some of the modules and to ensure that students have a better chance at succeeding with these modules, an introductory Mathematics/basic Statistics module has been made available to students through the Academic Skills Tutors, for those who feel less confident with their numeracy skills. This is available at the beginning of the course and it will run cyclically throughout the academic year.

There is also support available for students to develop their qualitative research skills. There are mini modules available relating to developing academic research skills and undertaking qualitative research. There is further support available from the programme team leaders that can refer students to specific resources to assist with qualitative research and the Academic Skills tutors are available to

support the development of qualitative skills. During the research project there is further individual support from our academic supervisors

An academic writing skills mini module has also been made available to those who feel less confident with academic writing and how to avoid plagiarism.

The mini modules are free and non-credit bearing. The modules will help to introduce students to basic statistical concepts as well as basic concepts of academic writing thereby helping to prepare students for the statistical and academic writing elements in the programme modules.

Programme Evaluation

The programme and modules are constantly evolving and we strive to improve the programme by taking feedback from both students and lecturers into consideration. We therefore depend upon feedback from students to help us to continually improve our provision. The evaluation will take several shapes:

Module feedback

At the end of each module, feedback will be collected from both students and lecturers. There will be both open and closed ended questions to allow full expression of opinion. This is very important in helping us shape the content and delivery style of each module so please do take time to complete the feedback.

MSc Global Health Management Programme Feedback

This will be evaluation at programme level where student experience as a whole will be captured. Again, this is very important so please take time out to let us know what you think.

Specific Surveys

This will be feedback to do with other aspects of the programme delivery for example the library, digital tools and software used within the programme.

Global Health Management Programme & Career Skills

Studying on the Global Health Management programme will allow you to develop a range of skills that will support your progression into a relevant career in the sector. By studying the modules on this programme you will gain a professional grounding in a range of global health issues and will learn how to lead effectively across the sector. By learning about health economics you will understand economical management in the health sector, the economic challenges, planning and evaluative economic tools, appraisal and analysis that is vital to managing a variety of resources. Health policy will allow you to develop deep insights into global policy and inequalities across a range of areas of global health. It will ensure you consider preventative policies and management techniques in improving health outcomes. Health services management will support your understanding of factors that influence health management such as social, political and technological challenges. It will allow you to consider resources in health and how to manage these. The course is equipped to ensure you develop your research skills as a global health practitioner this will be of vital importance to understand, analyse, critique and review a range of scientific information. This will ensure you are skilled in these areas to support the skill development needed so you can also produce work to a high standard in the workplace such as reports, presentations, research papers and briefing documents. The Global Health Management programme is designed to give you the skills required to successfully move into a career in global health leadership. There are a range of opportunities available to you upon the completion of your studies.

Programme Specification

1. Programme Code	TBC					
2. Programme Title	MSc Global Health Management					
3. Target Award Title	1. MSc Global Health Management (180 credits)					
4. Exit Award Title(s)	Postgraduate Diploma Global Health Management (120 credits) Postgraduate Certificate Global and Public Health Studies (60 credits)					
5. Subject area	Health & Care Management					
6. School	Leadership & Service Industry Management					
7. Programme Team Leader(s)	Melissa McLaughlin (Head of Department), Nancy Coulson (Programme Lead)					
8. Programme Type	Specialist Taught Master's					
9. Delivery Model	DL F/T	X	BL F/T	X	Apprenticeship	
	DL P/T	X	BL P/T	X	Other	X
Where delivery model identified as 'Other' please provide details	Students can study individual modules for which they could claim credits for, as part of an approved CPD offer, if possible in the future.					
10. Location of delivery	All Centres and DL					
11. Proposed Start date	TBC					
12. Reference points	This Programme is aligned with QAA's characteristics statements for a Category 2 specialised Master's degree. Therefore, students completing the module would have developed employability skills situated in different global health contexts. The module also aligns with the QAA quality code (2024), FHEQ level 7, and standards set by the PSRB detailed below in section 13. Finally, the programme draws on QAA's subject benchmark statement for a Master's degree in business and management (2023), precisely a type 1 specialist Master's degree.					
13. Professional, Statutory & Regulatory Bodies (PSRB)	The programme will be aligned with the following PSRBs: i) Agency for Public Health Education Accreditation (APHEA) ii) Chartered Management Institute (CMI)					

14. Programme aims

The programme is broadly aimed at helping students:

Critically develop an understanding of key determinants of global health management and the impact of policy directives on universal health coverage and the concerted global efforts to control and manage communicable and non-communicable diseases.

Develop an understanding of emerging concepts, frameworks, issues and challenges in global health practice and how these are impacted by political, economic, social-cultural and environmental factors situated in both local, national and transnational experiences of populations.

The programme will specifically aim to support students:

- Develop a holistic understanding of key concepts, trends and determinants of global public health that have an impact on local, national and international health priorities.
- Develop an understanding, of the often, complex and interwoven socio-demographic factors that drive health disparities between countries, regions, populations and sub-populations.
- Develop a comprehensive understanding of the analytical skills required to evaluate key global health policy directives that set the agenda for universal health outcomes and initiatives to control and manage communicable and non-communicable diseases of global health concern.
- Appreciate the nature and impact of multisectoral global collaborations in addressing pandemics and global health challenges that impact on the social, economic and environmental landscape of national and transnational populations.
- Develop requisite analytical knowledge and skills for interpreting global public health datasets and use appropriate software to apply these in supporting context-specific health interventions.

In line with the stipulations of the Benchmark Statement, it is expected that some students will enter the programme with little industry experience; to engender a degree supportive of workplace graduate skills, the teaching pedagogies employed will embrace the use of real-world case studies, practice learning, relevant software applications and industry guest speakers.

15. Programme Entry Requirements

Standard entry:

A UK Honours Degree or international equivalent at a minimum of second-class (2:2) that is related to the field of clinical health, allied health sciences, health studies, health psychology or a relevant scientific discipline such as biomedical sciences or nutrition.

A maths qualification or equivalent to at least Grade C at GCSE.

Non-standard entry:
In the absence of a UK Honours Degree or equivalent, professional work experience that is relevant to clinical health, allied health science, health studies will be considered on a case-by-case basis by the academic team.

In the absence of a maths qualification or equivalent, professional work experience that relates to statistical modelling and/or analysis, data entry and/or mathematical modelling/budgeting would be considered on a case-by case basis by the academic team.

***English ability**: equivalent to IELTS 6.5 (no less than 6.0 in any element), where the medium of undergraduate study was not English*

Programme entry is also subject to Arden University's standard policies on APEL and ACL.

16. Graduate Attributes

How Graduate Attributes are achieved and demonstrated

Graduate Attributes will be referenced within teaching and assessment activities, providing the opportunity for embedding of a wide range of employability skills to support student career success and Graduate Outcomes, regardless of whether they are a career starter, changer, or developer.

A wide range of employability activities encompassing the development of human, social, cultural, identity and psychological capitals, identified in the Graduate Capitals model (Tomlinson et al, 2017), embedded in the curriculum, will provide significant enrichment to many Arden students who are from widening participation backgrounds, raising aspirations, and increasing their social mobility and progression into graduate and professional level outcomes.

Digitally literate: to show confident and critical use of information and digital technologies across a range of professional, personal, and academic contexts. (This may include but is not limited to computer literacy, digital information, digital media, digital communication, and collaboration competencies).

Contextually innovative: through applying skills of critical, creative, and evidenced based analysis and/or personal reflection to current real-world situations and future challenges.

Socially intelligent and proactively inclusive: able to effectively navigate complex (working) relationships with others from any background or culture using teamwork, communication, and leadership skills.

Professionally knowledgeable in their subject area: with in-depth comprehension, awareness, independent research skills, and other skills associated with their subject area and discipline(s).

The Means by which Graduate Attributes will be achieved and demonstrated will include:

1. Digital Literacy: Our graduates will show confident and critical use of information and digital technologies across a range of professional, personal and academic contexts. Which will be achieved and demonstrated through:

   - Engaging with virtual learning environment
   - Approach to studies, assessment, and dissertation
   - Use of subject specific and general digital tools (e.g. excel, statistical models)
   - Use of appropriate software across contexts
   - Remote work experience and extra-curricular activities, workshops, networks

2. Contextually Innovative: Our graduates will be able to apply critical, creative, and evidence-based analysis, and personal reflection to real world situations and challenges, both current and in the future.
   Which will be achieved and demonstrated through:

   - Approach to studies, assessment, dissertation, and academic and career planning
   - Problem-based learning
   - Discussions and reflections within and outside modules
   - Personal and professional reflection
   - Discussion forums
   - Work experience and extra-curricular activities
   - Societies and special interest groups

3. Socially Intelligent and proactively inclusive: Our graduates will effectively navigate complex working relationships with people from any background or culture, using teamwork, communication and leadership skills.
   Which will be achieved and demonstrated through:

   - Approach to studies, assessment, and dissertation
   - Discussion forums and virtual learning environment
   - Peer activities
   - Societies, work experience, extra-curricular activities, special interest groups
   - Personal reflection

4. Professionally Knowledgeable in their Subject Area: Our graduates will be knowledgeable and have in-depth comprehension in their subject area. They will have awareness, independent research skills, and other subject and discipline skills.
   Which will be achieved and demonstrated through:

   - Teaching and learning activities
   - Self-directed learning, reading, practice, and event attendance
   - Engagement with workshops
   - Engaging with library and academic skills resources
   - Special interest groups and networking
   - Engaging in extra-curricular activities

17. **Learning, teaching and assessment methods and strategies**

The Global Health Management programme utilises a mixture of teaching approaches and assessment methods to support the development of learners' cognitive, psychomotor and affective skills and in the process enhance graduate skill development. The approach to teaching and learning has been developed with both blended learning and distance learning in mind and aligned specifically the Arden

University's Learning and Teaching Strategy and Plan. Special emphasis is placed on managerial skills development for 21st-century graduate-level employment – that is, subject expertise, digital capabilities, effective communication, global citizenship, teamwork and a commitment to lifelong learning and development

Learning and Teaching

Learning and teaching on the programme is supported by a diverse set of activities, resources and or other digital assets to develop a range of knowledge and skills for work in the global health sector. The activities range from collaborative global health content exploration, group discussions, peer learning, discussion fora engagement, webinars, e-presentation software to the use of analytical tools such as SPSS and Gorilla to collate and derive meaning from a variety of health-related data sets and their implication on global collaborative efforts to address current and emerging health concerns.

Teaching on the programme is planned with student engagement and critical discourse in mind. This will translate into the use of innovative in class and flipped activities and tasks designed to embed real-world contemporary case studies to stretch learners through a scaffolded content – an example of this includes recognition and appreciation of digital health and certain proprietary software in managing populations' health needs and global health responses to epidemics and pandemics. In this vein, students enrolled on the programme will be expected to gradually develop requisite graduate attributes set out in 16 (Graduate attributes) through the aforementioned and a critical introspection on practice and evidence-informed studies and theoretical frameworks that inform global health policy and practice.

With the above in mind, teaching is student-led. For example, learners are expected to take ownership of their learning journey, critically reflect upon the teaching interventions and case studies as well as interrogate evidence-informed scholarly work on global health management. This will complement lecturer/tutor feedback (both formal and informal) tailored to support them develop an understanding of the current state of global health and their role as future managers in contributing to policy directives in their local settings and collaborating with key stakeholders such as the World Health Organisation (WHO) to evaluate the outcome and impact of such interventions.

Assessment

The programme's assessment strategy is designed with graduate skills development and constructive alignment in mind. That is, assessments across the programme are aligned with global health practice, module indicative content and programme learning outcomes. The following assessment types are used across the programme: critical instance case study, global health journal article, policy brief and policy update media review, report writing, digital health service management portfolio, research essay and critical reflection, interactive individual presentation and industry-based project portfolio and digital poster presentation.

The key aim of these assessments is to encourage students to critically explore and apply knowledge

and skills gained in respective modules of the programme and apply these in context of a 'real world' global health practice scenario. The level of interdisciplinarity encouraged will ensure work products meet the standards of a Level 7 healthcare qualification.

Finally, the programme culminates into a submission of an Industry-based Project situated in global health management and practice which brings together knowledge, skills and attributes learnt across all the modules. In-line with which, students are required to engage in an industry-based project which allows them to scope out and design a project situated in their current or future work interests. The project is an independent piece of work which is usually approached from an insider 'major project work' perspective. For students not currently working in public/global health or a relevant area of practice, they are to undertake a critical review of key literature around a global health concern using a case study organisation.

18. Intended programme learning outcomes and how they are achieved and demonstrated		
Learning outcomes	**How these outcomes are achieved**	**How these outcomes are assessed**
At the end of this course you, the student, will be able to:		
		Indicate if this is coursework or examination
1. Develop a holistic understanding of key concepts, trends and determinants of global public health that have an impact on local, national and international health priorities.	Students will be able to demonstrate achievement of this outcome through their acquiring of knowledge and understanding of the integrated global health policies set by organisations such as the World Health Organization (WHO) and the UN as well as frameworks such as the Sustainable Development Goal (SDG's) and concepts and theoretical information covered across the programme. This will specifically include the development of global health knowledge and graduate/employability skills around certain issues such as the incidence and prevalence of diseases including communicable and non-communicable diseases of global health concern, concerted global health efforts and collaborations to address these and mitigate their impact on economic development. Other areas will include pollution and its untoward environmental impact especially on low- and middle-income countries around the world, certain harmful cultural and national practices on ecosystems and climate change and case studies on current and potential future epidemics and pandemics. The knowledge and skills are transmitted	Because formative assessments are the precursor to summative assessments, formative submission opportunities will be provided for students across all modules. The approach to this will be diverse and scaffolded to allow for engagement by students at different levels. Summative assessment across the programme will be made up of work specifically designed with knowledge and skills attributes in mind. Assessments examples for this outcome include: digital health service management portfolio, digital poster presentations, research essays and critical reflection, a

	through synchronous and asynchronous engagement with lesson resources and formative and summative assessment and feedback. Discussion in class and online forums where students critically engage with themes emerging from the materials they engage will follow the key activities informing the learning and teaching strategy. For instance, the critical engagement will be situated in a learning environment that supports the use of open-ended questions to explore why certain global health practices are carried out in the way they do. This will support case study discussions, paired and group activities as well as the uptake of appropriate software to enhance the students learning journey.	global health research journal, among other assessment methods.
2. Develop an understanding, of the often, complex and interwoven socio-demographic factors that drive health disparities between countries, regions, populations and sub-populations.	Students will demonstrate achievement of this module by showcasing knowledge and understanding of the role and importance of social and demographic factors such as gender, employment status, level of education and the number of people living in a household. These factors usually serve as predictors for health outcomes and the planning and management of tailored health services at a local community, national and international level. Certain formative and summative activities designed around, for example, digital health service proposals, critical instance case studies among others will be specifically embedded as part of module outputs situated to draw out and evidence knowledge, understanding and skills attribute demonstration on the programme. In addition to the above, there will be further opportunities for signposted independent and self-directed activity exploration spanning across modules of the programme. This will be scaffolded and intentionally differentiated to support students' in interrogating	Assessments examples for this outcome include: Case study and reflection, project methodology case study and discussion forum engagement, case study analysis, industry-based project portfolio.

	concepts and case studies through a critical lens of a global health practitioner. The use of various online multi-media resources will also reinforce the use of digital technology to support digital literacy skills.	
3. Develop a comprehensive understanding of the analytical skills required to evaluate key global health policy directives that set the agenda for universal health outcomes and initiatives to control and manage communicable and non-communicable diseases of global health concern.	The programme's teaching strategy is designed to enable students to engage with a variety of analytical and digital software and resources which support industry or employer expectations in global health, overall programme objectives and the graduate skills covered by the programme. In the light of this, the data collation and analysis tools introduced in the programme through modules such as Epidemiology, Designing Global Health Research, Industry-Based Project etc will be applied by students to measure and evaluate health policy impact' as well as interventions looking at disease prevalence, incidence and health system financing and expenditure in low, middle and high-income countries. Achievement on the programme will be demonstrated through knowledge and understanding of the application of analytical skills to specific programmes geared towards managing disease burden, health and wellbeing, the prevention of socio-economic sequalae ensuing from poverty, inequality, climate change and ill health among others. Specific methodologies students may use to demonstrate understanding include the use of quantitative, qualitative and or secondary systematic reviews.	Assessments examples for this outcome include: A policy brief and oral presentation, digital health portfolio, digital poster presentations, research essays and critical reflection, a global health research journal among other assessment methods.
4. Appreciate the nature and impact of multisectoral global collaborations in addressing pandemics and global health	National and global collaborations are a hallmark of global health practice and management. An appreciation of the nature, reach and impact on this in facilitating solutions and responding to shared	Assessments examples for this outcome include:

challenges that impact on the social, economic and environmental landscape of national and transnational populations.	challenges affecting countries around the world is important for a global health practitioner. Throughout the programme, students will be encouraged and supported to recognise the requisite intellectual skills developed and embedded in set graduate competencies the programme promotes. This will be via methods and strategies outlined in section (1). Further encouraged via formative/summative assessment activities, including in-module tasks, case studies, introspections on practice, analysis of global health collaborations, the achievement of the programme outcome will be demonstrated through a showcasing of knowledge and understanding of the types of partnerships, collaborations and project methodologies used to support the building and development of multisectoral global collaborations. Often the complex work required in such instances makes it a necessity to use a diverse healthcare workforce to address social, economic and environmental impacts holistically. As a result, students will also need to evidence their understanding of methodologies and tools used in supporting risk communication and planning in global health as well as discuss with tutors and peers (in class and through online forums engagement).	Research essays and critical reflection, global health research journal, epidemic risk scenario planning and digital communication brief, case study analysis.
5. Develop requisite analytical knowledge and skills for interpreting global public health datasets and use appropriate software to apply these in supporting context-specific health interventions.	The programme is designed with specific modules in mind that will support students develop requisite knowledge and skills in effectively working with primary and secondary data. Chief to this, is an understanding of the skill needed in interpreting datasets to measure, interpret, and deduce conclusions about 'effectiveness,' 'impact' and 'success outcome(s)' among other parameters. For instance, modules like Risk Communication and Management and Designing Global Health Research will directly support students to	Assessments examples for this outcome include: Digital poster presentation, research essays and critical reflection, global health research journal, industry-based project portfolio.

	develop the analytical skills relevant for quantitative and qualitative data interpretation. Throughout the programme, students will also be exposed to proprietary software appropriate for use in healthcare settings – especially in global health. Achievement of this outcome will be demonstrated by a student's ability to use various dataset, creatively and own judgements to deduce conclusions and/or proffer or formulate contextually relevant solutions to issues of global health relevance. Knowledge and understanding will be measured (formatively and summatively) through practical and professional skills demonstration and feedback to the solutions to real-life situations explored in class, introspections on practice, group exercises, and practical activities.	

Annex – Mapping of Programme Learning Outcomes and Modules

Level	Module title	Module type *Compulsory (C) or Optional (O)*	Pinned / Paired (module running order)	LO 1	LO 2	LO 3	LO 4	LO 5		GA1	GA2	GA3	GA4
7	HCR7017 Research Methods (20 credits)	C	1 Pinned			X		X		X	X	X	X
7	HCR7003 Leading Health Projects (20 credits) (shared)	C	2 Pinned			X	X	X		X		X	X
7	HCR7001 Health Policy (20 credits) (shared)	C	3 Pinned	X	X	X					X	X	X
7	HCR7019 Research Project (60 credits)	C	4 Pinned	X	X	X	X	X		X	X	X	X
7	HCR7004 Health Services Management (20 credits)	C	5 Pinned		X	X		X			X		X
7	HCR7018 Economics in Health practice (20 credits)	C	6 Pinned	X		X				X	X		
7	HCR7005 Risk Communication and Management (20 credits)	C	7 Pinned	X		X		X		X	X		

MSc Global Health Management To be awarded the MSc in Global Health Management, students must complete a total of 180 credits at level 7 including 60 credits from the research project
PG Diploma – Exit Award To be awarded the PG Diploma in Global Health Management, students must complete a total of 120 credits which must include five of the core modules excluding the research project (total of 100 credits).
PG Cert – Exit Award To be awarded the PG Cert in Global Health Management, students must successfully complete 60 credits at level 7 (modules taken is optional but should exclude the research project-this can be negotiated)