



EXTERN KVALITETSGRANSKNING

ÅTGÄRDSPLAN FÖR MASTERPROGRAM I GLOBAL HÄLSA, 120 HÖGSKOLEPOÄNG

Utbildningskommittén för Institutionen för Medicin

Åtgärdsplanen har föredragits och beslutats vid Sahlgrenska Akademiens Utbildningsråd 2021-04-13

Introduction

During 2020 the Master programme in Global Health (MGH) has been externally evaluated following the procedure of external evaluations of study programmes at University of Gothenburg (*Guidance for external review of study courses and programmes at first and second cycle, Reg. no. V 2016/378*). The evaluation is part of University's quality assurance work as described in the document *Policy for Quality Assurance and Continuous Quality Improvement of Education at the University of Gothenburg* Ref. no. V 2016/378. MGH is an international two-year (120 credits) programme that was established in the fall of 2016. The programme is hosted by the School of Public Health and Community Medicine at the Department of Medicine, Sahlgrenska Academy, and is co-owned by the School of Global Studies and the Department of Social Work (Faculty of Social Sciences), the Department of Literature, History of Ideas and Religion (Faculty of Humanities), and the Department of Economics (School of Business, Economics and Law).

The appointed external review panel consisted of:

- Maria Emmelin, Professor of Global Health, Social Medicine and Global Health, Department of Clinical Sciences (Malmö), Lund University
- Laran Matta, Masters in Global Health student from Uppsala University; current Project Assistant at IMCH, Department of Women's and Children's Health, Uppsala University
- Emmanuel Raju, Associate Professor, Global Health Section, Department of Public Health and Copenhagen Centre for Disaster Research, University of Copenhagen
- Jan C. Semenza, Acting Head-Section for Scientific Assessment, European Centre for Disease Prevention and Control (ECDC)
- Frode Slinde, Associate Professor in Clinical Nutrition, Head of the Department of Food and Nutrition, and Sport Science, University of Gothenburg
- Freja Wikström, Masters in Global Health student from Uppsala University; currently enrolled in the midwifery education programme at Dalarna University College

The evaluation was based on detailed assessment of the documents provided by the programme director, Sven Hassler, as well as interviews with the programme director and the programme administrator, current and former students, faculty, members of the programme council and the leadership of the department during a digital site visit held on the 16th and 17th of September, 2020. The evaluation report was presented by the team of assessors in late November 2020 and has since been carefully reviewed by the programme administration, the members of the teacher collegium, the members of the programme council as well as the student representatives. The following action plan summarises the suggestions and recommendations of the evaluation team, as well as responses from the MGH team, alongside agreed actions. The action plan has been approved by the programme council.

PD = Programme Director

PA = Programme Administrator

PU = Programme Council (Programutskottet)

PC = Programme Collegium

CL = Course leader(s)

	Bedömnings kriterium	Reflektioner, rekommendationer	Lösningsförslag från bedömargruppen	Förtydligande	Åtgärd och Tidsplan	Ansvarig
1	Achieved study results match intended learning outcomes and the qualitative targets of the Higher Education Ordinance	<p>The diversity of the program is seen as a great asset that leads to an ability for students to learn from one another and explore different points of view from around the globe.</p> <p>Must work to ensure that students from different academic traditions reach the same level of competence to reach learning objectives.</p> <p>The practical aspects of the programme are currently underdeveloped and could be advanced in order to enhance the marketability of the students on the job market. Important to clearly communicate this to future students so they know what to expect and can make informed decisions when applying for the programme.</p>	<p>Add some specific entry requirements for being accepted to the programme or to provide preparatory courses for students who lack certain needed skills.</p> <p>Develop the progression document with addition of the general objectives stated in the Swedish Higher Education Act (SFS 1992:1434) and the learning objectives of the Higher Education Ordinance (SFS 1993:100), Appendix 2, Degree Ordinance.</p> <p>Clarify the scientific and practical elements of the programme. The course leadership could consider having two different tracks.</p>	<p>We think adequate entry requirements are in place for the programme and its interdisciplinary profile but we need to work harder to accept only those applicants that have the right prerequisites to manage the programme. We believe we achieved this for the new cohort in 2020. The process could be more time efficient, however.</p> <p>Suggested areas of action to improve practice elements:</p> <p><i>New course development</i> (e.g. electives on practical skills – see 5 below)</p> <p><i>Current course development:</i> Increased time and teaching resources to practice based content. Work around cases and projects in which teachers have been involved. Bring in external competence if needed.</p>	<p>Continue to improve applications process (annual)</p> <p>Review and if necessary revise the progression document (by Summer 2021)</p> <p>Develop programme content on becoming a global health practitioner (by summer 2022)</p> <p>Develop self-guided introduction to statistics for students to take prior to beginning the programme (in process – compete for 2021 intake)</p> <p>Build and strengthen the alumni network (throughout 2021/2022 – see 5 below)</p>	<p>PD & PA</p> <p>PD & PC, approval at PU</p> <p>PD, PC & PU</p> <p>CL</p> <p>PA</p>

				<p><i>Guest talks:</i> Have more global health professionals present their work through guest talks.</p> <p>Creating an alumni platform where previous students could share information and contacts could lead to job market opportunities as well as tips and info of seminars, lectures and projects that could strengthen the professional profile of the programme and tie the program closer to the global health professional job-market</p>		
2	Teaching is focused on student-centred learning	<p>Teaching within the programme clearly builds on interactions with students and has a strong student-centred learning approach.</p> <p>Students feel supported, still having possibilities for interaction with teachers and peers within lectures online and on campus.</p> <p>While there is a strong commitment from most of the teachers, some were not very familiar with the term “student-centred learning” and the variety of teaching formats developed within this approach.</p>	<p>Arrange a joint meeting with all teachers involved in the programme courses to put student centred learning on the agenda.</p> <p>Since there seem to be a relatively high-turnover of teachers in the programme it is important to have a continuous discussion about desired teaching formats targeting all new teachers.</p>	At the moment we have the Programme Collegium working as the platform for which pedagogical and educational issues around the programme are discussed and actioned. This body is seated by teachers and course leaders involved in the programme. The collegium should therefore structure its time and agenda so that pedagogical development is not overshadowed by current administrative/course issues.	<p>Amend PC standing agenda to prioritise progression and pedagogical development (Spring 2021)</p> <p>Arrange two pedagogical away days for the entire MGH team to focus on long term strategic issues (August 2021, Covid restrictions permitting)</p> <p>Formulate a pedagogical vision that incorporates an interdisciplinary learning process (Part of the agenda of the pedagogical away days, August 2021)</p> <p>Keep updated information on the pedagogical training of teachers in the programme and encourage</p>	<p>PA</p> <p>PD & PC (content) PA (logistics)</p> <p>PU & PC</p> <p>PA</p>

					to complete their required 15 credits of pedagogics for higher education (continuously)	
3	The content and form of teaching rests on scientific and/or artistic bases and proven experience	<p>All course leaders have the required knowledge and skills for teaching in the programme. The reading material and course syllabi assessed as relevant.</p> <p>The co-ownership of the programme between several departments and faculties is unique, compared to other programmes in public and global health in Sweden. This means that students have access to teachers with research competencies from different specialties relevant for global health, including medical anthropology, health economics, global development and social work.</p> <p>Teachers work in strong research environments with great potential for involving their own research experiences in teaching.</p>	When looking specifically at the methodology courses there is a clear emphasis on epidemiology and biostatistics, which is the scientific basis of public health. However, there is need to consider how to also include in-depth knowledge about different qualitative approaches and skills in performing a qualitative analysis, not only for those students using qualitative methodology in their thesis work.	<p>We acknowledge the need to offer further training in qualitative methods, especially as we open up for applicants from a variety of academic backgrounds, and the interdisciplinarity of the programme.</p> <p>The PU has discussed options in early 2021, with a focus on making more use of qual methods courses from collaborating departments.</p>	Develop options for further training in qualitative methods – explore elective options as well as options for integration within the programme (2021/2022 with a view to offering options for the 2022 cohort)	PD & PU
4	Teachers have up-to-date and adequate competence as regards	Lecturers have the needed competences required for the programme. Overall, the programme	Regular meetings between courses to discuss course	We acknowledge the need to further work on strengthening the	Develop the MGH ‘profile’, including a shared definition of global health, improved	PD, PC & PU

	<p>their subjects and teaching and learning in higher education, and the numbers of teachers are in proportion to the scope and content of study courses and programmes</p>	<p>is structured as a classical high-quality academic programme. It allows for new perspectives within global health by having multiple institutions providing the teaching. This enables students to have a wide perspective on global health, and to find their own area of interest as they move on in the programme. There is a high commitment of involved teachers especially from some faculties.</p> <p>To have teachers from different faculties and academic traditions, not specifically focusing on global health issues, is a challenge. Students expressed that they sometimes needed to connect the lectures to global health themselves.</p> <p>It also meant that teachers were not always aware of what other teachers had already taught.</p> <p>There is a need for consistent efforts to keep the high engagement level of teachers, which is challenged by the high turnover of teachers.</p> <p>From an administrative perspective, international students require more attention and support at different stages of their education, starting with the application process, visa arrangements and introduction to the Swedish University structures. The general programme administration is</p>	<p>content and its relation to global health</p> <p>Develop a plan for competence maintenance.</p> <p>Consider the possibility of increasing the administrative support in relation to the proportion of international students to enable setting up stronger administrative routines.</p>	<p>‘red threads’ essential to global health throughout the programme.</p> <p>Professors Nawi Ng, Sharon Fonn, and Peter Friberg have all recently been appointed, and who can support the interpretation of global health not only for the collaborating partners in the programme but for the whole university. The Institute of Medicine will also appoint new programme director with a human rights background, helping to provide one such ‘red thread’ to the programme.</p> <p>For competence maintenance we will develop a plan on how to better incorporate teachers from all collaborating departments into global health relevant activities. Each collaborating partner should identify if there are competence gaps needed to sustainably deliver their aspects of the programme, and where time for competence development can be used to fill them. There are seminars and work-shops going on at all departments that have global health relevance that should be offered and informed of to all teachers involved in the programme as opportunities for continuing education.</p> <p>We must also build on existing competence among the partners,</p>	<p>programme description, and agreeing ‘red threads’/core global health concepts to be returned to throughout the programme (by September 2021)</p> <p>Agree on the terms of reference for the thesis co-ordinator, and agree the post holder (by summer 2021)</p> <p>Increase administrator allocation to 30% (by summer 2021)</p> <p>Consider increasing PD allocation to 40% (2022, based on 2021 experiences, as this may not be necessary)</p> <p>In the agenda setting of Collegium meetings, give priority to hand-over sessions between courses to reduce potential overlaps and avoid gaps (Already in place, April 2021)</p> <p>Increase communication between course planning by arranging for instance pedagogical away days for the entire MGH team</p>	<p>PU</p> <p>PU</p> <p>PU</p> <p>PC</p> <p>PD & PC</p>
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		limited to 20% for support to the Programme director (30 %).		<p>which is extensive. A proposal for a new 'thesis co-ordinator' has been agreed in principle by the PU. This new role will work with students throughout the programme, not just in the thesis course. They will mentor students, and especially they will showcase the global health work going on in each department (which extends beyond our core teaching team), and the range of theses our collaboration can supervise. they will in addition work with the partners to identify supervisors and examiners. This role will be held outside of the institute of medicine to share the thesis workload and, importantly, to produce greater disciplinary diversity in our theses in line with the vision of the programme. They will add to, rather than replace, the thesis course co-ordinator, which remains at the Inst of Medicine.</p> <p>We acknowledge the suggestion of the evaluating team to increase the administrative support to better support the international students and propose an increase to 30% for the programme administrator.</p>		
5	Study courses and programmes are	The programme emphasises a pragmatic approach to improving global health. There is no doubt	Include elective courses to gain skills on topics such as grant writing, public speaking, project	We are grateful for these suggestions that we clearly see could be implemented in to the	Investigate how to strengthen content on the various skills listed through:	PD & PC, approval at PU (&

	relevant to the needs of the students and society	<p>about the relevance of a global health programme with an inter-disciplinary perspective.</p> <p>The diversity of students is a great opportunity to expand their network to more than 30 countries. Alumni felt that they were prepared for the ability to continue on in research and received the necessary skills in a particular thematic area.</p> <p>However, according to both an alumni survey and our interviews this network has not proven to be helpful in finding a job within the global health field. The overall structure of the programme builds on compulsory courses, which limits the possibility of specialization and gaining specific work-oriented skills.</p> <p>The fairly new possibility to include an internship was very appreciated by students and it would be valuable to help more students enter the sector this way. However, there were concerns over the current design/placement of the internship that made it very difficult to do in practice.</p>	<p>management, program/process evaluation, advocacy, digital health, policy analysis, and implementation of interventions.</p> <p>Clarify what the outcome of this masters will be, where the students could end up next, and what jobs or opportunities would be available to them.</p>	<p>programme either as extra curricular or elective courses, or as parts of existing courses (<i>see 1 above</i>).</p> <p>Some skills are considered generic skills to be developed throughout the programmes, but could be strengthened. Others are content specific but under-developed (e.g. policy analysis) while others are not yet covered (e.g. advocacy)</p> <p>As noted above, existing course content can be improved where needed. In addition, a suite of elective courses, or one larger course on professional skills could be offered in lieu of the internship course.</p> <p>We may also invite more global health professionals, with a focus on career paths and opportunities.</p> <p>Another suggestion to improve the link to the job market is to make use of the alumni network.</p> <p>The internship course is improving every year, with previous students now reporting back on their experiences, and more opportunities being identified every year.</p>	<ul style="list-style-type: none"> Strengthened existing course content (e.g. practice oriented examinations) New elective courses Extra-curricular seminars/workshops <p>(2021/2022, with a view to offering this content in year 2 for the 2021 intake)</p> <p>Consider hiring a former, newly graduated student for a one-year engagement (perhaps 30-50%) that could coordinate the alumni network and work as its editor (by summer 2021)</p> <p>A yearly follow up in the alumni network to identify work-places and job-position of former students. These job-descriptions is then to be integrated in the presentation of the programme to new students (yearly, starting in the spring of 2022).</p>	<p>relevant institutes if new courses proposed)</p> <p>PU</p> <p>PA & PD</p>
6	Students have influence in planning,	Teachers are seen as willing to implement feedback given by	Consider involving incoming students early on in discussions	Student involvement in developing the quality and	No further action needed at this stage - Maintain current	

	implementing and monitoring study courses and programmes	students, and they feel that it is a very open environment where they can critique different courses. The alumni expressed that all students' voices were heard, and that their concerns were implemented into the programme by the administration and teachers.	on the structure of the programme as well as on students' expectations of what they plan to achieve during and after the programme.	<p>structure of the programme has always been of highest priority and also helped tremendously in how the programme has developed. Student representatives are elected the first week of studies and are invited to take part in the programme collegium as well as the programme council right from the start.</p> <p>As for the suggestion of capturing the student expectations of the programme we at the moment have an informal assignment the first week this is supposed to do just this, called global health ambitions. The students write down a shorter text with their ambitions and expectations with the Master program in Global health. This is then followed by a seminar the last day of the first week where they get to read each others' texts.</p>	<p>processes, as we believe student involvement is already strong.</p> <p>Establish a routine communication between the programme administration and the Educational Council of Public and Global Health (EcoPGH), on student issues. (Spring 2021).</p>	PD & PA
7	The study and learning environment is accessible and purpose-oriented for all students	It is clear that all students of varying educational backgrounds feel supported and that the learning environment is inclusive allowing no one to feel left out. Teachers are commended for their willingness to put in extra support sessions when needed.	none		No further actions is needed at the moment.	

8	The study courses and programmes are continuously monitored and developed	The programme leadership and the teachers are engaged in monitoring the study courses and the programme as a basis for development. Teachers encourage open and regular feedback from students to improve their classes and develop their courses for coming cohorts.	<p>When some more cohorts have finished the programme, we suggest a specific focus on which career paths the alumni have taken following their education.</p> <p>The programme leadership also mentioned possibilities of increased Nordic collaboration and sharing of online courses, a development that that also would need to be closely monitored.</p>	<p>These suggestions further emphasize the need to have an alumni network in place and functioning (<i>see 1 & 5 above</i>).</p> <p>The Nordic Network on Global health is on and active and at the most recent meeting the we see an increasing potential in becoming a great resource for all member universities. On the most recent meeting, November 17 it was agreed that we will jointly develop a course on the specific of Nordic countries in welfare. The suggestion was to give the course 3-4 times a year so the students can choose when they want to participate, with recorded lectures, individual work and dialogs between students. It should include an examination and be ECTS accredited. This is a start that if successful, more jointly courses could be mutually offered.</p> <p><i>See also 2, 4 & 5 above on developing the programme's 'red threads' and potential course development on global health practice.</i></p>	<p>See 1 & 5 above for alumni network</p> <p>Initiatives for collaboration around courses within the Nordic Network on Global health are ongoing through 2021</p>	PD & PU
9	Co-ownership and interdisciplinarity	The Master Programme of Global Health was developed based on a strong conviction from GU centrally on the need for faculty collaboration	It is important to keep the unique cross- faculty co-	We agree that the collaboration and the core structure of the Master Programme in Global health is unique and valuable and	Active participation by the PD in the ongoing work at the School of Public Health to ensure efficient use of teaching resources with	PD

		<p>around the SDG's and the premise that global health is not only a medical concern. It is a unique effort (the only Master in public/global health in Sweden being run across faculty boards) that has taken time to develop. The organisational structure is innovative and encourages collaboration between researchers from different disciplines and expertise to contribute jointly to increase the knowledge base in public and global health. This inter- and crossdisciplinarity is appreciated by students. The programme currently has very committed teachers who also express a pride to be part of this type of cross-faculty commitment.</p> <p>The programme is administratively located at the School of Public Health and Community Medicine which is a fairly new construction.</p> <p>Although there is a committed leadership and very committed teachers at present, the Global health programme is still fragile and depends on continued support and commitment from several faculties.</p> <p>At the same time there appears to be an inefficient use of resources within the School of Public Health and Community Medicine, between MGH and MPH programmes.</p>	<p>ownership structure of the Global Health Master.</p> <p>There is a need to initiate a discussion, at faculty and departmental levels:</p> <p>On the delineation between the two programmes</p> <p>On possibilities to utilize joint resources to increase the synergy between the two programmes</p>	<p>should be kept. However, the potential of this collaboration has yet to be fully realised. This profile of interdisciplinarity is central to delineating the programmes, alongside further profiling and course development, and a new approach to thesis organisation (<i>see 4 above</i>).</p> <p>At the Institute of medicine and the School of Public Health a discussion has been going on since the spring of 2020 on how to coordinate and align the two master programmes at the department in the best way. One idea has been to merge the programmes, while retaining the MGH partnership, and which was presented to PU in 2020, though no concrete proposal was then in place. The PU has asked to be involved in any decisions affecting MGH. A working group has been formed in March 2021 with representatives from the leadership of the department and the program directors from the two programmes to discuss options for improving co-ordination and efficiency of teaching across both programmes. The PU will be kept informed via the departmental representative on the PU.</p> <p>In any case, better delineation and profiling of the MGH is essential</p>	<p>respect to MGH and MPH (throughout 2021)</p> <p>PU to feed into decision-making where issues raised may affect the MGH programme.</p> <p>Improved MGH profiling, and course development to better delineate the programmes (<i>see 4 above</i>)</p>	<p>PU</p> <p>PD, PC & PU</p>
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		Both programmes are international and partly compete for the same students.		so that students choose the programme that is best for them.		
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