

External Evaluation Report 2020

Master's Programme in Global Health
University of Gothenburg

This external evaluation is part of University of Gothenburg'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) and follows the work process lined out in the "Guidance for external review of study courses and programmes at first and second cycle" (Ref. no. V 2016/378).

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 programme under review is the Master's Programme in Global Health, which 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 at Sahlgrenska Academy in co-ownership with the School of Global Studies and the Department of Social Work from the Faculty of Social Sciences, the Department of Literature, History of Ideas and Religion from the Faculty of Arts, and the Department of Economics from the School of Business, Economics and Law.

This evaluation is based on detailed assessment of the documents provided by the programme director, Sven Hassler compiled by the programme committee, and 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.

We have structured the review according to the eight evaluation criteria established by the University of Gothenburg. We have also added some additional aspects relating to the interdisciplinary and cross-faculty structure of the programme as requested by the programme leadership.

1. Achieved study results match intended learning outcomes and the qualitative targets of the Higher Education Ordinance

Strengths

The review panel was provided a comprehensive overview (progression document) on how the individual courses' learning objectives are connected to the local learning objectives in the programme syllabus. This overview clearly shows that there is active work ongoing to match the programme with the *local* learning objectives

In global health it is important to be able to collaborate with different stakeholders in order to successfully address health issues. A strength of the program is that it emphasises collaboration between teachers and between students from diverse backgrounds with varying competencies. As part of the learning outcomes, this is a great asset. The students understand that the composition of the classroom reflects in many ways the real world, which can be utilized pragmatically to reach the learning outcomes. The diversity of the program leads to an ability for students to learn from one another and explore different points of view from around the globe.

Challenges and room for improvement

The diversity in the student body is however also a challenge in relation to the learning outcomes. The students do not only come from different parts of the world, they also come from different academic traditions with bachelors in social sciences/health sciences/economics/arts or other equivalents. This puts specific demands on the research methods courses where prior competence in, for example statistics often is needed to meet the learning outcomes. One way to ensure that the students reach the same level in the methods courses would be to add some specific entry requirements for being accepted to the programme or to provide preparatory courses for students who lack certain needed skills.

Several interviewed persons, both faculty and students, raised the challenges of reaching learning outcomes relevant both for global health practitioners and future scientists/researchers. There is a need for the programme to be transparent about what is considered the main track of the programme, training practitioners or future scientists/researchers. 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. It is important to clearly communicate this to future students so they know what to expect and can make informed decisions when applying for the programme. Alternatively, the course leadership could consider availing two different tracks. We therefore suggest to further 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. This systematic approach could lay a good foundation on how to further develop the programme, also considering the above-mentioned challenges.

2. Teaching is focused on student/doctoral centred learning

Strengths

Teaching within the programme clearly builds on interactions with students and has a strong student-centred learning approach. This also implies a culture of critical thinking and ensures that students are able to learn from one another. The teaching format includes different learning methods such as lectures, guest lectures, seminars, learning labs, group work and individual work. Some courses focus more on individual learning compared to others but in general there is an emphasis on group work to facilitate the learning process. Methods courses put emphasis on own practice and the mastering of different methodological tools, making students feel well prepared to complete a thesis.

The programme is new and flexible, with a programme administration eager to listen and learn. Teachers are also seen as willing to meet and discuss, and open to critical feedback from students when needed. During the current COVID-19 situation, both students and teachers have managed to adapt well to online teaching/learning. Students feel supported, still having possibilities for interaction with teachers and peers within lectures online and on campus.

Challenges and room for improvement

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. To arrange a joint meeting with all teachers involved in the programme courses could be one way of putting this on the agenda. 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.

3. The content and form of teaching rests on scientific and/or artistic bases and proven experience

Strengths

All course leaders have the required knowledge and skills for teaching in the programme. The reading material and course syllabi provided to the students are assessed as relevant. 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. Teachers work in strong research environments with great potential for involving own research experiences in teaching.

Challenges and room for improvement

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.

4. Teachers have up-to-date and adequate competence as regards 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

Strengths

Lecturers have the needed competences required for the programme. Overall, the programme 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.

Challenges and room for improvement

To have teachers from different faculties and academic traditions, not specifically focusing on global health issues is also a challenge. Students expressed that they sometimes needed to connect the lectures to global health themselves. It also meant that teachers were not always aware of what other teachers had already taught. There is a need for consistent efforts to keep the high engagement level of teachers, which is challenged by the high turnover of teachers. We suggest having regular meetings between courses to discuss course content and its relation to global health and that the department leadership develops a plan for competence maintenance.

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 limited to 20% for support to the Programme director (30 %). Our suggestion is for the programme leadership to consider the possibility of increasing the administrative support in relation to the proportion of international students to enable setting up stronger administrative routines.

5. Study courses and programmes are relevant to the needs of the students/doctoral students and society

Strengths

The programme emphasises a pragmatic approach to improving global health. There is no doubt about the relevance of a global health programme with an inter-disciplinary perspective. 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.

Challenges and room for improvement

Networking is strongly encouraged and supported during the programme. 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. One suggestion to improve this could be to include elective courses to gain skills on topics such as grant writing, public speaking, project management, program/process evaluation, advocacy, digital health, policy analysis, and implementation of interventions. 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. Students also expressed a need for more guidance on what the outcome of this masters will be, where they could end up next, and what jobs or opportunities would be available to them.

6. Students/doctoral students have influence in planning, implementing and monitoring study courses and programmes

Strengths

From the documents provided, it is noted that formally student representatives are part of the Programme Collegium which is an arena for educational collaboration and development. Further, students submit both oral and written evaluations at the end of every course. Students appreciate getting feedback at the beginning of each course on the concerns previously raised, and how they

have been dealt with. Teachers are seen as willing to implement feedback given by 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.

Challenges and room for improvement

To further improve students' influence, the programme leadership could consider involving incoming students early on in discussions on the structure of the programme as well as on students' expectations of what they plan to achieve during and after the programme.

7. The study and learning environment is accessible and purpose-oriented for all students/doctoral students

Strengths

Physical accessibility was seen as appropriate (although the evaluation committee did not visit the campus due to COVID-19 situation). During the interviews students expressed enjoying being exposed to different study- and learning environments at the multiple institutions involved. International students felt supported from day one both academically and on a more personal level. It was clear that all students of varying educational backgrounds felt supported and that the learning environment was inclusive allowing no one to feel left out. Teachers were commended for their willingness to put in extra support sessions when needed.

8. The study courses and programmes are continuously monitored and developed

Strengths

From the documents provided and from the interviews with teachers and students it was evident that 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.

Challenges and room for improvement

A continuous monitoring of the programme and courses is crucial as well as continuous surveying of alumni. When some more cohorts have finished the programme, we suggest a specific focus on which career paths the alumni have taken following their education. The programme leadership also mentioned possibilities of increased Nordic collaboration and sharing of online courses, a development that also would need to be closely monitored.

9. Co-ownership and interdisciplinarity

The School of Public Health and Community Medicine is hosting two international Master Programmes, one labelled Master of Public Health with the possibility to specialize in health equality or health economics and the other being the Master Programme in Global Health that is the focus of this evaluation. The main differences we see between these programmes are 1) the focus in content on High Income Countries in the Public Health Masters and on Low and Middle Income Countries in the Global Health Masters and 2) the organizational structure, where the Global Health Masters is jointly owned by several faculties while the other is hosted/owned solely by the School of Public Health.

Strengths

The Master Programme of Global Health was developed based on a strong conviction from GU centrally on the need for faculty collaboration 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 borders) 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.

Challenges and room for improvement

The School of Public Health and Community Medicine is a fairly new construction with challenges of connecting previously separate units. 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. At the same time there appears to be an inefficient use of resources within the School of Public Health and Community Medicine as there are several courses (methods courses, health promotion, health economic) in the two Master programmes that have same or similar content and where possible synergies have not been discussed in detail. Both programmes (Global Health and MPH) are international and partly compete for the same types of students. We think that it is important to keep the unique cross-faculty co-ownership structure of the Global Health Master. However, we also see a need to initiate a discussion, at faculty and departmental levels, on the delineation between the two programmes as well as on the possibilities to utilize joint resources to increase the synergy between the two programmes.

Program for the site visit (performed via Zoom)

September 16 (Zoom-link: <https://gu-se.zoom.us/j/65252626406>)

9:00-09:45 *Start-up meeting with the Team and the Program director and the Program administrator*

Sven Hassler, Program director (sven.hassler@gu.se)

Anna Nilsson, Program administrator (anna.nilsson@socmed.gu.se)

10:00-10:45 *The team meets students at the Master programme in Global Health*

Student representatives (year 1 and 2):

Brian Kibiwott Kirui (guskirubr@student.gu.se) (year 2)

Leena Ghalib (leenaghalib@gmail.com) (year 2)

Martin Julian Keller (guskelmaa@student.gu.se) (year 1)

Jessica Awiti Omija (gusomije@student.gu.se) (year 1)

11.00-11.45 *The team meets teachers (selected by the team in collaboration with the programme director).*

Monica Hunsberger (monica.hunsberger@gu.se)

About: <https://www.gu.se/omuniversitetet/personal?userId=xhummo>

Teaches in: MGH102, Quantitative and Qualitative Methods

MGH400, Degree project

Laith Hussain (laith.hussain@gu.se)

About: https://www.gu.se/english/about_the_university/staff/?userId=xhusla

Teaches in: MGH102, Quantitative and Qualitative Methods

MGH301, Epidemiology and biostatistics with special reference to social epidemiology

Bent Jørgensen (bent.jorgensen@globalstudies.gu.se)

About: <https://globalstudies.gu.se/om-institutionen/personal?userId=xjorbe>

Teaches in: MGH101, Global Health Challenges from an Interdisciplinary context

Damon Barrett (damon.barrett@gu.se) (will come in a bit late in the meeting due to teaching)

About: <https://www.gu.se/omuniversitetet/personal/?userId=xbarrd&departmentId=035510>

Teaches in: MGH101, Global Health Challenges from an Interdisciplinary context

MGH201, Governing health and illness in a global perspective

13:30-14:15 The team meets teachers from the Programme Collegium

Annika Lindskog, Department of Economics (annika.lindskog@economics.gu.se)

About: <https://www.gu.se/omuniversitetet/personal/?userId=xlannb>

Course leader: MGH202, Global Health Economics

Karen da Costa, School of Global Studies (karen.da.costa@gu.se)

About: <https://globalstudies.gu.se/om-institutionen/personal/?userId=xdacka>

Course leader: MGH201, Governing health and illness in a global perspective

Lena Andersson, Department of Social Work, (lena.andersson@socwork.gu.se)

About: <https://gu.se/omuniversitetet/personal/?userId=xalens>

Course leader: MGH302, Health promotion and disease prevention in at risk groups;
strategies and methods

14:30-15:15 The team meets members of the Programme Council (study directors from collaborating faculties and departments)

Helena Johansson, Department of Social Work (helena.johansson@socwork.gu.se)

Peter Johansson, School of Global Studies (peter.johansson@globalstudies.gu.se)

Daniel Enstedt, Department of Literature, History of Ideas, and Religion

(daniel.enstedt@lir.gu.se)

Martin Holmén, Department of Economics (martin.holmen@cff.gu.se)

Nawi Ng, School of Public Health and Community Medicine (nawi.ng@gu.se)

15:15-16.00 Team briefing

16:00-16:45 Meeting with the Program director and the leadership of the department (medicine).

Max Petzold, Head of the School of Public Health and Community Medicine

(max.petzold@gu.se)

Mikael Svensson, Deputy Head of School of Public Health and Community Medicine

(mikael.svensson.2@gu.se)

Sven Hassler, Program Director, School of Public Health and Community Medicine

(sven.hassler@gu.se)

September 17 Zoom-link: <https://gu-se.zoom.us/j/66856177502>

9:00-9:45 Meeting with alumni (?)

Possibly: **Irene Blomquist**, Alumni, graduated in the spring of 2019

Yolanda Sanchez, Alumni, graduated in the spring of 2019

Cintia Vimeiro, Alumni, graduated in the spring of 2019

Comments and reading instructions of the Input documents for the evaluation of the Master Programme in Global Health, 2020.

Introduction and approaches

An introductory overview of the programme is given on the presentations on the websites:

https://utbildning.gu.se/education/courses-and-programmes/program_detail/?programid=V2GLH

https://studentportal.gu.se/english/my-studies/medicine/programmes/global-health?skipSSOCheck=true&referer=https%3A%2F%2Futbildning.gu.se%2Feducation%2Fcourses-and-programmes%2Fprogram_detail%2F%3Fprogramid%3DV2GLH

Two central aspects to be considered when evaluating the programme are:

1. It's an interdisciplinary programme in the practical and administrative sense that it is owned by four faculties and five departments at the Gothenburg University. The programme therefore integrates theories and methods from four faculties and five departments:
 - Department of Medicine at Sahlgrenska Academy
 - Department of Social Work at the Faculty of Social Science
 - Department of Economics at the School of Business, Economics and Law
 - Department of Literature, History of Ideas and Religion at the Faculty of Humanities
 - School of Global Studies at the Faculty of Social Sciences
 -
2. It's a fairly new programme, the first batch of students began in the fall of 2016.

This are not meant to be excuses for certain problems or shortcomings that the programme is suffering from but rather, by this evaluation we are hoping to be further guided on how to move forward with the interdisciplinary approach.

The interdisciplinary approach may come as self-evident as the Global health presents interdisciplinary analysis, approaches and solution to the Global challenges to health. But making interdisciplinarity the academic platform in an administrative way, is actually quite unique and comes with a certain spectrum of challenges, not at least administrative and academic ones. One major question that comes with this and that we would like to consider and perhaps have some ideas around is the impact of this interdisciplinary approach on the quality of the programme. Is it as burden or is it an asset, and in what ways does it show?






We therefore would like you to consider and also pay some extra attention to the above in addition to the 8 regular criteria for the evaluation:

- *Achieved study results match intended learning outcomes and the qualitative targets of the Higher Education Ordinance.*
- *Teaching is focused on student/doctoral-centered learning.*
- *The content and form of teaching rests on scientific and/or artistic bases and proven experience.*
- *Teachers have up-to-date and adequate competence as regards 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.*
- *Study courses and programmes are relevant to the needs of the students/doctoral students and society.*
- *Students/doctoral students have influence in planning, implementing and monitoring study courses and programmes.*
- *The study and learning environment is accessible and purpose-oriented for all students/doctoral students.*
- *The study courses and programmes are continuously monitored and developed.*

The input documents are a selection of the material that hopefully should function as a valid back ground reading for the up-coming visit where follow up questions can be asked and discussed. We are of course totally open for changes and adding other and more material if that is wished for by the group. This is how we have constructed the folders and the content on GU-Box:








First page

Follows the structure suggested in the Guide to evaluation.

	Instructions Team of assessors	Yesterday by Sven ...	10 Files
	EVALUATION AND MONITORING...	Yesterday by Sven ...	7 Files
	EDUCATION-RELATED DOCUME...	Yesterday by Sven ...	206 Files
	MISCELLANEOUS	Yesterday by Sven ...	5 Files
	STEERING DOCUMENTS, MINUT...	Yesterday by Sven ...	237 Files






Instructions to the team of assessors

Here you find general information on the evaluation procedure and also some specific for the evaluation on The Master programme in Global health. In the folder you also find some examples of Reports done by previous external evaluations on study programmes at Sahlgrenska Academy.

	Examples of Previous External eval...	Yesterday by Sven ...	4 Files
	Structure of folders for the course...	Yesterday by Sven ...	57 KB
	Time plan for evaluation of eternal...	Yesterday by Sven ...	19.9 KB
	Visit at GU by the Team of assesso...	Yesterday by Sven ...	65.8 KB
	Guidance-for-external-review of st...	Yesterday by Sven ...	81.3 KB
	Decision External Group of assess...	Yesterday by Sven ...	1 MB
	Decision External group of Assess...	Yesterday by Sven ...	395.2 KB

Evaluation and Monitoring

Here you find information and short reports from previous yearly quality assessments. A recently performed Alumni survey and programme evaluation is also presented. Copurse evaluation is not presented here but instead attached to the courses (see below).

	Alumni survey and program evalua...	Apr 12, 2020 by Sv...	3 Files
	Yearly quality check Sahlgrenska A...	Yesterday by Sven ...	139.7 KB
	Yearly quality check Sahlgrenska a...	Yesterday by Sven ...	128.6 KB
	International Student Evaluation S...	Yesterday by Sven ...	688.2 KB
	MGH [GUL]_Evaluation added und...	Apr 12, 2020 by Sv...	164.7 KB

Education related documents

This folder is mainly constructed around the courses (content shortly described below)

MGH101/102/201/202/301/302/400

Budget hours

Here is uploaded excel-sheets we use to account for how the course hours were distributed. Preferably for all years (2016-20) but most importantly for 2019/18-20

Course evaluations

Here id uploaded course-evaluations from all years (2016/17-20). Naturally very important documents for the evaluators so besides the actual survey, there should also be added concluding remarks and suggestions for revisions.

Syllabus and literature

Here is uploaded the latest versions (name them by year) and previous course syllabuses and literature lists.

Other course material

Course guides

Here could be uploaded course guides from preferably all years (2016-2020). But most important is of course the last two years (2019/18-20). If the latest course guide is only presented on Canvas, a link to the canvas-page of the course may be presented.

Schedules

Schedules from current and previous years (make a print as a pdf-file from TimeEdit)

Examinations

Instructions to an examination

Instructions to one or two examinations that represents the course and the learning outcomes. As this might be presented on Canvas, it may be presented as a link to the canvas-page for the course. Examples of student achievements from the chosen examination should be uploaded in the folders below.

Examples of student achievements

High Pass (VG)

One or two examples of a student work (anonymized) that was graded High Pass (VG) for the examination above

Pass (G)

One or two examples of a student work (anonymized) that was graded Pass (G) for the examination above

Fail (U)







One or or two examples of a student work (anonymized) that was graded Fail (U) for the examination above (needs perhaps to be a first submission of a work that later might have passed)

Miscellaneous

Here are documents uploaded that could be of interest to the team, as documents of core competencies in Global health or other readings that may be relevant but not exactly concerning the programme directly.

Steering documents, minutes, reports etc

here are the formal documents of the establishment of the programme presented as program Syllabus, Agreements etc But also minutes from the Program council and the Programme Collegium

	Background documents and core c...	Yesterday by Sven ...	4 Files
	Program Council (PU) MGH	Apr 12, 2020 by Sv...	146 Files
	Programme Collegium (PK) MGH	Apr 12, 2020 by Sv...	68 Files
	Progression	Apr 12, 2020 by Sv...	4 Files
	Program Budget	Apr 12, 2020 by Sv...	7 Files
	Program Syllabus	Apr 12, 2020 by Sv...	5 Files
	Application Process MGH	Apr 12, 2020 by Sv...	3 Files

Links

The GU-Box will be reached at:

<https://gubox.app.box.com/folder/103032596367>

Canvas-pages for each course (2019-20)

- [MGH101 Global health challenges in an interdisciplinary context](#)
- [MGH102 Quantitative and qualitative methods](#)
- [MGH201 Governing health and illness in a global perspective](#)
- [MGH202 Global health economics](#)
- [MGH301 Epidemiology and biostatistics with special reference to social epidemiology](#)
- [MGH302 Health promotion and disease prevention in risk groups: strategies and methods](#)
- [MGH400 Degree project in global health](#)

Links to course-folders at GU-Box

<p><u>MGH101 Global health challenges in an interdisciplinary context</u> (MGH101 Globala hälsoutmaningar i en interdisciplinär context) 15 hp</p>	<p><u>MGH102 Quantitative and qualitative methods</u> (MGH102 Kvantitativa och kvalitativa metoder) 15 hp</p> <ul style="list-style-type: none"> • <u>Quantitative methods</u> • <u>Qualitative methods</u> 		
2	<table> <tr> <td data-bbox="228 506 857 646"> <p><u>MGH201 Governing health and illness in a global perspective</u> (MGH201 Att styra och leda folkhälsa och hälso- och sjukvård i ett globalt perspektiv) 15 hp</p> </td><td data-bbox="857 506 1404 646"> <p><u>MGH202 Global health economics</u> (MGH202 Hälsoekonomi med globala perspektiv) 15 hp</p> </td></tr> </table>	<p><u>MGH201 Governing health and illness in a global perspective</u> (MGH201 Att styra och leda folkhälsa och hälso- och sjukvård i ett globalt perspektiv) 15 hp</p>	<p><u>MGH202 Global health economics</u> (MGH202 Hälsoekonomi med globala perspektiv) 15 hp</p>
<p><u>MGH201 Governing health and illness in a global perspective</u> (MGH201 Att styra och leda folkhälsa och hälso- och sjukvård i ett globalt perspektiv) 15 hp</p>	<p><u>MGH202 Global health economics</u> (MGH202 Hälsoekonomi med globala perspektiv) 15 hp</p>		
3	<table> <tr> <td data-bbox="228 699 857 905"> <p><u>MGH301 Epidemiology and biostatistics with special reference to social epidemiology</u> (MGH301 Epidemiologi och biostatistik med inriktning mot socialepidemiologi) 15 hp</p> </td><td data-bbox="857 699 1404 905"> <p><u>MGH302 Health promotion and disease prevention in risk groups: strategies and methods</u> (MGH302 Hälsofrämjande och sjukdomsförebyggande arbete i riskgrupper: strategier och metoder) 15 hp</p> </td></tr> </table>	<p><u>MGH301 Epidemiology and biostatistics with special reference to social epidemiology</u> (MGH301 Epidemiologi och biostatistik med inriktning mot socialepidemiologi) 15 hp</p>	<p><u>MGH302 Health promotion and disease prevention in risk groups: strategies and methods</u> (MGH302 Hälsofrämjande och sjukdomsförebyggande arbete i riskgrupper: strategier och metoder) 15 hp</p>
<p><u>MGH301 Epidemiology and biostatistics with special reference to social epidemiology</u> (MGH301 Epidemiologi och biostatistik med inriktning mot socialepidemiologi) 15 hp</p>	<p><u>MGH302 Health promotion and disease prevention in risk groups: strategies and methods</u> (MGH302 Hälsofrämjande och sjukdomsförebyggande arbete i riskgrupper: strategier och metoder) 15 hp</p>		
4	<p><u>MGH400 Degree project in global health</u> (MGH400 Examensarbete i global hälsa) hp</p>		