



Students' Prospectus

Health Services Academy
Government of Pakistan



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Message from the Executive Director

The Health Services Academy (HSA) is an autonomous institution under the Ministry of National Health Services Regulation & Coordination, Government of Pakistan. It was established as an in-service training Centre in 1988 and developed into an institute of training and research in public health. Since its inception, the Academy has been striving to fulfill the health needs and new emerging paradigms under Public Health Sciences.

HSA launched its Master's in Public Health (MPH) programme in 1996 with a view to utilize and develop local expertise to train the future health managers of Pakistan. The modification of the existing Master's in Public Health (MPH) degree into a Master of Science in Public Health (MSPH) programme was a major step that HSA took to bring the programme in line with the national and international standards. The formulation of the Financial, Academic and Service Rules and Regulations was another area of accomplishments.

Research has been given a high priority in HSA and faculty/students have conducted research in different areas of Public Health and will continue to do so in future. In April 2006, the Academy moved into its new campus in Prime Minister's Health Complex, Chak Shahzad, Islamabad.

HSA modified its MPH program into Master of Science in Public Health MSPH and EMSPH, two and three year degree programs respectively in 2007. It launched the Post Graduate Diploma in Medical Entomology & Disease Vector Control in 2009, offered the Master of Science in Health Economics & Management in 2010, the Postgraduate Certificate in Human Resource in Health, and introduced the PhD in Public Health and the MS degree in Medical Entomology and Disease Vector Control in the 2012-2013 academic year. In 2013 HSA started the MSPH Evening Programme. These programs have been introduced for public health students and professionals to



keep pace with the changes being introduced at national, regional, and global levels. The Academy would like to thank USAID & GIZ for their assistance. The Academy would like to thank its partners for supporting for many ranging from technical inputs, student stipends, research funds, and workshops to equipment and library books. Keeping in view the emerging demands, the Health Services Academy has to go a long way to make an impact on some of the major public health problems faced by the communities and the health management issues faced by the country. I am sure that with the dedication, commitment and hard work of all the faculty, officers and staff of the Academy combined with continued encouragement and support of the crucial partners, HSA would rapidly progress towards becoming a Regional Centre of Excellence for training in the field of Public Health.

Prof. Dr Assad Hafeez
MBBS, FCPS, MRCP, MSc Epidemiology, PhD.
Executive Director
Health Services Academy
Islamabad.



1. Introduction

Health Services Academy (HSA) was originally established in 1988 as an in-service training institute under the Ministry of Health, Government of Pakistan. It later evolved into an academic institution through the joint efforts of the Ministry of Health, Government of Pakistan and the German Technical Cooperation (GIZ). The first batch of students graduated in 1996.

From its humble beginning as a training institute since 1988, HSA grown steadily and has established itself as the premier institute of public health in Pakistan. HSA has been striving a comprehensive, broad-based public health curriculum, and dynamic learning experiences with qualified faculty. HSA aspires to become a regional academic centre of excellence in public health training, policy advice and applied research.

HSA has closely collaborated with USAID, WHO, GIZ, RAF, TRF, Population Council and Save the Children Fund (SCF)-USA, in many forms ranging from technical inputs, students stipends, research funds, and workshops to equipment and library books.

1.1 Vision Statement

To serve as an internationally recognized centre of excellence in public health, contributing to the health and social well being of the People of Pakistan.

1.2 Goal of the Academy

The goal of the Academy is to improve the health and quality of life of the population of Pakistan and its surrounding region by enhancing human resource development and contribution towards evidence-based policies, and efficient, effective and sustainable practices.

1.3 Institutional Objectives

The objectives of the institution are to:

1. Produce competent, committed and skilled public health professionals.
2. Discover and disseminate new knowledge in the field of public health.
3. Assist in the translation of the knowledge into sound evidence-based policies and practices.

These objectives will be realized by adhering to institutional values, such as a merit-based system, transparency, and quality, to be implemented through a multidisciplinary team, networking and a sustainable institutional infrastructure.

List of Programmes offered

- | | | |
|-------------------------|-----------------------|--------------------|
| 1. Phd in Public Health | 2. MSPH | 3. EMSPH |
| 4. MSc-HME | 5. PG Certificate-HRH | 6. MS&PGD in MEDVC |



Comments of a Former Student

I chose to study at Health Services Academy (HSA) as it has some of the leading national researchers in health services. The multicultural environment in HSA provided me an opportunity to interact with people from different professions and backgrounds; I really enjoyed studying with people from different parts of Pakistan. It is always interesting to be able to approach a solution to a problem from many different angles, and backgrounds.



I like the way MSPH lectures at HSA are structured. Every formal lecture is followed by an interactive session, and discussion. At HSA I had an opportunity to attend many workshops and lectures from guest speakers-experts in the field. HSA has given me the exposure of practical work done in public health.

Dr. Naila Khalid, EMSPH (2011-13)



PhD in Public Health

Background

At the global level, there is a strong wave of advocacy for practicing evidence based medicine and in that pursuit the academia is striving to produce high level research to generate evidence for improving the population health. For generating a credible body of knowledge and scientific evidence in public health, there is an increasing demand of experts in Public health discipline in the region; especially in the recent context of new infections, pandemics, epidemics, demographic transitions, upsurge of old infections such as tuberculosis and the never ending polio. Moreover, the natural disasters such as earthquake and floods in Pakistan signaled a huge demand for trained and skilled public health workers to manage the large humanitarian programs by the international organizations. The appalling state of maternal and child health indicators and the pace of the country en route to achieve millennium development goals compel to produce a force of public health professionals, researchers and academicians to face the challenges of the 21st century. Ironically, in spite of the poor situation of public health and the transforming health systems within the country and the region, none of the universities in Pakistan offer the doctorate in Public Health. Currently, there is hardly any reputable and recognized programme for doing doctoral studies in Public health in Pakistan. Nonetheless, there is a strong perceived demand from the public health graduates and professionals within the country for such a programme, mainly because of the escalating cost of higher studies abroad. So far a variety of masters programmes in public health within the country, region and internationally have been serving the needs and quest of the public health professionals to acquire managerial and decision making positions in the health system. Health Services Academy has been one of the eminent and leading institutions in the country providing quality education in public health under the auspices of Pakistan Medical & Dental Council, Higher Education Commission and the Quaid-e-Azam University, Islamabad. Its standards of education and student led research have been recognized nationally as well as internationally. HSA has strong public health faculty in a variety of Departments and entities that can support the launching of a doctoral programme in public health.

The doctoral level of training imparted in public health at HSA will develop a critical mass of experts who will be able to solve practical problems and conduct quality research for finding solutions for common public health problems, reorienting the health systems and bringing policy level changes in the health sector of the country and the region.

Program Goal & Objectives

The main goal of this PhD program is to develop superior level of skilled human resource to develop scientific basis for disease prevention and control, health promotion and well-being of populations, demonstrating an excellence in research, service and academic leadership.

The objectives of the PhD in Public health programme will be to

- develop human resource with research skills and knowledge in public health in the country and region;



- produce quality and credible evidence in public health research;
- nurture leadership for academic, research and service sectors of public health;
- groom critical mass of public health professionals to take up decision making positions in government and non government sectors to re-orient the health system of the country.

The Program Structure

Program design, organization and pedagogy

The PhD program will require Course work and Research work leading to submission and defense of thesis and if successful the award of PhD degree.

- a) The course work will be constituted of advanced courses of PhD, spread across two semesters. First semester will comprise mandatory core courses of 10 credits; and the second semester would be of elective courses of 8 credits. A minimum of 18 credits of course work of PhD level is compulsory. Course work of PhD level done at other accredited institutions may also be considered, subject to approval of HSA PhD committee and the QAU.
- b) The courses will be designed on class room teaching and self directed learning. Elective courses will be based on advanced levels in the selected topic and will provide an in-depth student-faculty interaction. Self directed learning courses will be offered with specific faculty as PhD electives.
- c) Learning resources will include libraries (HSA, HEC etc), computer lab, and learning resource centres of QAU. Furthermore, field based work or placements could be based on pilot studies to be conducted during the first two years of program to ultimately develop a formal thesis protocol/synopsis.
- d) The research work and award of degree will be supervised by a HEC recognized PhD Thesis Supervisor (must have demonstrated research capability through publications, especially being principal author of at least five research papers published in peer reviewed journals) and Co-Supervisors from related areas of expertise. Upon admission to program a Supervisor will be assigned to the enrolled student who will help the student to select the course curriculum and committee members during the year one of admission. The HSA-PhD committee will oversee the proper implementation of the program and monitor the progress in postgraduate courses, the research project and preparation of thesis.

Admission to PhD

1. Qualification

- i. MPhil/MS in any Public health discipline from a PMDC/HEC recognized university.
- ii. A college or a university teacher or staff of a research organization holding MA/MSc with proven research ability demonstrated (preferably at least 2 peer reviewed research publications in HEC recognized/Medline Indexed journals) may also be considered for admission to PhD.



2. Admission criteria and procedures

- a. Selection will be based on Qualification/academic record, Entry test, and Interviews. The assigned weightings would be: Test 40%; Interviews 10%; and Previous academic record 50%.
- b. A two pager synopsis on the topic that candidate may like to pursue for his/her doctoral thesis. Synopsis must reflect the issue identified, burden of disease, rationale of research, research question & objectives, proposed methodology and population of study, expected outcomes of the research study.
- c. PhD committee at HSA after recommendations will send the final list to QAU for final approval of admissions to PhD.

Program execution- credits, duration

- Program will be conducted as per HEC/QAU rules & regulations.
- Supervisor selection criteria will be as per HEC/QAU rules & regulations

PhD level courses

Core courses Semester I

- Advanced Health Systems Research (4 credits)
- Public Health Ethics (3 credits)
- Public Health Leadership and Systems Thinking (3 credits)

Elective Courses Semester II

1. Advanced Epidemiology (4 credits)
2. Health Sector reforms (4 credits)
3. Strategic planning in health sector of developing countries (4 credits)
4. International Health (4 credits)
5. Performance and Quality Management in Hospitals (3 credits)
6. Applied Econometrics (3 credits)
7. Applications in Monitoring & Evaluation (3 credits)
8. Comparative Health Systems and Policy Analysis (2 credits)
9. Applied Nutrition in Public Health (2 credits)

Transfer of credits will be permissible from reputable national/international universities at the discretion of PhD committee of HSA, in the light of existing HEC/QAU rules and regulations.

Years II & III

Research work

Grades & Promotion

Based on comprehensive exam and seminar on research topic as per QAU rules and regulations.



Degree assessment and evaluation

The PhD degree will be awarded by Quaid-e-Azam University fulfilling the following criteria:

- a) Completion of the 18 credits course work and a comprehensive exam;
- b) Evaluation the doctoral thesis by 3 eminent foreign examiners from scientifically advanced countries, approved by QAU and HEC.
- c) Viva voce examination by 2 national experts, approved by QAU and HEC.
- d) One research paper accepted/published in HEC recognized/Medline Indexed journal.



Master of Science in Public Health/Evening (MSPH) Programme

The Master of Science in Public Health (MSPH) offered by the Quaid-i-Azam University, Islamabad and administered by the Health Services Academy (HSA), Islamabad, is a twenty four months post-graduate degree programme.

Extended Master of Science in Public Health (EMSPH) Programme

The Extended Master of Science in Public Health (EMSPH) offered by the Quaid-i-Azam University, Islamabad and administered by the Health Services Academy (HSA), Islamabad, is a three year post-graduate degree programme.

2.1 Goal of the MSPH/MSPH Evening/EMSPH Programmes

The MSPH/MSPH Evening/EMSPH programmes offered by HSA aims to improve the health status of the population, which is to be achieved by providing public health and health care professionals with a high quality postgraduate training programme in public health sciences.

2.2 Objectives of the MSPH/MSPH Evening/EMSPH Programmes

The objectives of the MSPH/MSPH Evening/EMSPH programmes are to train the graduate:

1. Solve health-related problems within the financial, socio-cultural, environmental and political framework of Pakistan and its surrounding region.
2. Design, conduct, analyze and interpret the results of relevant studies, projects and programmes.
3. Initiate, plan, manage, monitor and evaluate interventions in the field of public health.
4. Communicate public health messages to diverse audience effectively.
5. Advocate sound public health policies and practices.

The Master of Science programmes at HSA provide experienced professionals with a thorough grounding in population-based approaches to health sector problem identification, investigation, analysis and managed response.

2.3 Programme Organization and Structure

The intensive curriculum emphasizes basic public health sciences, essential managerial and analytical skills including project planning and evaluation, epidemiological investigations, health systems analysis and research, reproductive and child health, environmental and occupational



health, disease control, and effective communication and leadership. It adopts a discipline-based approach to address the core competencies.

The curriculum is organized around a guiding framework, which first provides students a conceptual overview of the diverse profession of public health and team-oriented approach to professional practice as well as practicum.

The courses are taught in either a concurrent or modular manner to build upon and integrate with each other. The first semester curriculum provides exposure to the breadth of public health disciplines. The second semester curriculum provides advanced training in key methodological and programmatic disciplines which continues into the third semester, along with electives and a student-directed thesis. The Dissertation integrates public health knowledge, skills, and methods in a professionally and personally relevant practice context. Elective courses are offered only during the third semester if minimally eight participants enroll for a course. New credited courses are introduced on a need-and-demand basis.

Students are encouraged to become involved in the institutional research, e.g. HSA's Field Demonstration Area provides an opportunity for supervised, mentored practical experiences while addressing the health needs of Pakistan and its surrounding region.

In the fourth semester the students of MSPH proceed to their respective workplace and apply the skills that they learnt in the first three semesters. The immediate supervisor's/mentor's appraisal is submitted at the end of the semester.

2.4 MSPH/MSPH Evening Programme Duration, Credits and Medium of Instruction

The MSPH degree programme extends up to twenty four (24) months comprising four semesters. The first two semesters are dedicated to course work, culminating in an end-of-semester examination. In the third semester, the examination is held by mid-semester, and the remaining time is to be used to complete student dissertations. During the first three semesters, students are expected to attend all classes at the HSA; however, during the fourth semester, they are expected to return to a job environment and carry out an on-the-job assignment as part of their practicum. All semesters are followed by semester break of up to four weeks' duration. In the third semester all students have to conduct a field project leading to a dissertation. In the fourth semester every student has to carry out a practicum (on-the-job assignment) and submit a short written report and an appraisal from the immediate supervisor/mentor.

The total programme consists of 60 credits. One credit is equivalent to 16-18 hours of formal teaching/contact hours or 48-54 hours of practical fieldwork. Practical fieldwork is defined as consisting of individual fieldwork, group fieldwork, field visits, individual assignments and class exercises.

English is the medium of instruction and examination for the MSPH programme.



2.5 Semester-wise Distribution for MSPH/MSPH Evening (2 year program)

The distribution of the core and elective courses in the three semesters is given in the following tables.

* Semester I: Credits 18 (All Core Courses)

Courses	Credits
Foundations of Public Health	1
Basic Epidemiology	3
Basic Biostatistics	3
Introduction to Population Dynamics	1
Computer Applications in Public Health	1
Foundations of Qualitative Research	3
Introduction to Environmental Health	3
Aspects of Social and Behavioral Sciences in Public Health	1
Health Systems Analysis	2

* Semester II: Credits 20 (All Core Courses)

Courses	Credits
Research Process Part I	2
Reproductive Health	2
Child Health Programmes and Interventions	2
Applied Epidemiology & Biostatistics	3
Communicable and Non-communicable Disease Control	2
Health Promotion	3
Health Systems Management	3
Health Planning	3

* Subject to change as per Quaid -i- Azam University & Health Services Academy Policy

**Semester III: Credits 20(Core [c] as well as Elective* [e] Courses)**

Courses	Credits
Research Process Part II [c]*	1
Community Based Reproductive Health Interventions [e]*	3
Health Care Financing [e]*	3
Applied Nutrition [e]*	3
Hospital Management [e]*	3
Occupational Health [e]*	3
Health Policy [e]*	3
Workforce Planning (HRH) [e]*	3
Workforce Management (HRH) [e]*	3
Strategic Human Resources for Health (HRH) [e]*	3
Childhood Studies-Research and Ethics [e]*	3
Gender and Reproductive Health [e]*	3
Analytic Skills for Development of Programmes and Policies for Reproductive Health [e]*	3
Research Project and Dissertation [c]*	10

* Three elective courses need to be taken. Those students who opt the HRH elective courses will pay the fee at par with fee structure of Queen Margaret University, England.

Semester IV: Credits 2 (Practicum)

Courses	Credits
Practicum (On-the-job assignment)	2

Each semester is of 22 weeks duration with an additional 4 weeks' break. The credits per semester differ as the division of time for lectures and practical work for different courses varies. However, the maximum number of lectures/contact hours and practical work is constant per semester (approximately 500 hours).

2.6 Method of Assessment/Examination for MSPH/MSPH Evening (2 year programme)

The students are evaluated during each course on the basis of:

1. Sessional assessment which is a mix of the tests, end of course examination, class and home assignments, class participation, interactive discussions, practical exercises and/or group works depending on the course outline (ongoing assessment);



2. Terminal assessment based on the end of semester examination papers.

Fifty percent marks are reserved for the ongoing (sessional) assessment and fifty percent for the semester examination paper/dissertation (terminal assessment/practicum report).

Candidates obtaining less than 50% in any of the examinations will be deemed to have failed in that paper/semester of the MSPH. A student failing in a paper (when scores of semester examination and ongoing assessment are less than fifty percent), will be allowed to clear that paper in the supplementary examination to be held within 3 months of the declaration of the result of the semester. However, a student accumulating more than two failures at any stage shall cease to be a student of the University.

Each credit corresponds to 50 marks in the examination. 25 marks per credit are for the sessional (ongoing) assessment and 25 marks for terminal (end semester exam) assessment. The distribution of marks for each examination is as shown on the following pages.



*** Semester I (Credits 18)**

Paper	Subject/Course	Marks			
		Paper	Ongoing Assessment	Total Marks	Passing Marks
I	<ul style="list-style-type: none"> • Basic Epidemiology • Basic Biostatistics • Foundations of Public Health • Introduction to Population Dynamics • Computer Applications in Public Health 	225	225	450	225
II	<ul style="list-style-type: none"> • Health Systems Analysis • Environmental Health • Aspects of Social and Behavioral Sciences in Public Health • Foundations of Qualitative Research 	225	225	450	225
Total Marks (Semester I)		450	450	900	450

*** Semester II (Credits 20)**

Paper	Subject/Course	Marks			
		Paper	Ongoing Assessment	Total Marks	Passing Marks
I	<ul style="list-style-type: none"> • Research Process Part I • Applied Epidemiology and Biostatistics • Communicable and Non-communicable Disease Control • Health Promotion 	250	250	500	250
II	<ul style="list-style-type: none"> • Reproductive Health • Child Health, Programmes and Interventions • Health Planning • Health Systems Management 	250	250	500	250
Total Marks (Semester II)		500	500	1000	500

* Subject to change as per Quaid -i- Azam University & Health Services Academy Policy



* Semester III (Credits 20)

Paper	Subject/Course	Marks			
		Paper	Ongoing Assessment	Total Marks	Passing Marks
I	<ul style="list-style-type: none"> • Research Process Part II • Elective Course I • Elective Course II • Elective Course III 	250	250	500	250

* Research Project

Paper	Subject/Course	Marks			
		Proposal and Dissertation Writing	Viva Voce Examination	Total Marks	Passing Marks
	Research Project /Dissertation	250	250	500	250
	Total Marks (Semester III)	500	500	1000	500

* Semester IV (Credits 2)

Paper	Subject/Course	Marks			
		Report Writing	Appraisal	Total Marks	Passing Marks
	Practicum (On-the-job Assignment)	50	50	100	50

Final Evaluation

	Semester I Papers	Semester II Papers	Semester III Papers	Ongoing Assessment (Semester I + II + III)	Research Project/ Dissertation/ Viva Voce	Practicum	Total Marks	Passing Marks
Total Marks	450	500	250	1200	500	100	3000	1800

EMSPH Programme Duration, Credits and Medium of Instruction (3 Year Programme)

The Extended MSPH degree programme extends up to (36) months. During the first (26) months course work will be completed. At the end of the first and second year, a university exam will be conducted. A third examination will be held after the elective culminating in the last examination pertaining to their research work/dissertation.

* Subject to change as per Quaid -i- Azam University & Health Services Academy Policy



The total programme consists of sixty credits. One credit is equivalent to 16-18 hours of formal teaching/contact hours or 48-54 hours of practical field work. Practical fieldwork is defined as consisting of individual fieldwork, group fieldwork, field visits, individual assignments and class exercises.

English is the medium of instruction and examination for the programme.

*** Year I: Credits 18 (All Core Courses)**

Courses	Credits
Foundations of Public Health	1(1+0)
Basic Epidemiology	3(2+1)
Basic Biostatistics	3(2+1)
Introduction to Population Dynamics	1(1+0)
Computer Applications in Public Health	1(0.5+0.5)
Foundations of Qualitative Research	3(2+1)
Introduction to Environmental Health	3(2+1)
Aspects of Social and Behavioral Sciences in Public Health	1(1+0)
Health Systems Analysis	2(1+1)

*** Year II: Credits 20(All Core Courses)**

Courses	Credits
Research Process Part I	2(1.5+0.5)
Reproductive Health	2(1.5+0.5)
Child Health Programmes and Interventions	2(1.5+0.5)
Applied Epidemiology & Biostatistics	3(2+1)
Communicable and Non-communicable Disease Control	2(1+1)
Health Promotion	3(2.5+0.5)
Health Systems Management	3(2+1)
Health Planning	3(2+1)

* Subject to change as per Quaid -i- Azam University & Health Services Academy Policy



*** Year III: Credits 22(Core [c] as well as Elective* [e] Courses)**

Courses	Credits
Research Process Part II [c]*	1(1+0)
Community Based Reproductive Health Interventions [e]*	3(3+0)
Health Care Financing [e]*	3
Applied Nutrition [e]*	3(3+0)
Hospital Management [e]*	3
Occupational Health [e]*	3(3+0)
Health Policy [e]*	3
Workforce Planning (HRH) [e]*	3
Workforce Management (HRH) [e]*	3
Strategic Human Resources for Health (HRH) [e]*	3
Childhood Studies-Research and Ethics [e]*	3
Gender and Reproductive Health [e]*	3
Analytic Skills for Development of Programmes and Policies for Reproductive Health [e]*	3
Research Project and Dissertation [c]*	12(0+12)

2.6 Method of Assessment/Examination for EMSPH (3 Year Programme)

The students are evaluated during each course on the basis of:

- 1. Sessional assessment** (50%) which is a mix of the tests, end of course examination, class and home assignments, class participation, interactive discussions, practical exercises and/or group works depending on the course outline (ongoing assessment);
- 2. Terminal assessment** (50%) based on the end of the year examination papers after year I & II. The third university examination will be held after elective courses before the start of the dissertation work.

The Dissertation work is assessed through a viva voce examination on the basis of a structured format covering the quality of the project, work performed in the field, data generation and analysis and presentation of results, discussion and conclusions presented as a written report.

Fifty percent marks shall be reserved for the ongoing (sessional) assessment and fifty percent for the semester examination paper and dissertation (terminal assessment).

Candidates obtaining less than 50% in any of the examinations will be deemed to have failed in that paper/semester of the EMSPH. A student failing in a paper (when scores of semester examination and ongoing assessment are less than fifty percent), will be allowed to clear that paper in the supplementary examination to be held within 3 months of the declaration of the result. However, a student accumulating more than two failures at any stage shall cease to be a student of the University.

* Subject to change as per Quaid -i- Azam University & Health Services Academy Policy



Each credit corresponds to 50 marks in examination, 25 marks per credit are for the sessional (on-going) assessment and 25 marks for terminal (end semester exams) assessment. The distribution of marks of each examination is as follows:

Year I (Credits 18)

Paper	Subject/Course	Marks			
		Paper	Ongoing Assessment	Total Marks	Passing Marks
I	<ul style="list-style-type: none"> •Basic Epidemiology •Basic Biostatistics •Foundations of Public Health •Introduction to Population Dynamics •Computer Applications in Public Health 	225	225	450	225
II	<ul style="list-style-type: none"> •Health Systems Analysis •Environmental Health •Aspects of Social and Behavioral Sciences in Public Health •Foundations of Qualitative Research 	225	225	450	225
Total Marks (Year I)		450	450	900	450

Year II (Credits 20)

Paper	Subject/Course	Marks			
		Paper	Ongoing Assessment	Total Marks	Passing Marks
I	<ul style="list-style-type: none"> •Research Process Part I •Applied Epidemiology and Biostatistics •Communicable and Non-communicable Disease Control •Health Promotion 	250	250	500	250
II	<ul style="list-style-type: none"> •Reproductive Health •Child Health, Programmes and Interventions •Health Planning •Health Systems Management 	250	250	500	250
Total Marks (Year II)		500	500	1000	500



Year III (Credits 22)

Paper	Subject/Course	Marks			
		Paper	Ongoing Assessment	Total Marks	Passing Marks
I	<ul style="list-style-type: none"> • Research Process Part II • Elective Course I • Elective Course II • Elective Course III 	250	250	500	250

Research Project

Paper	Subject/Course	Marks			
		Proposal and Dissertation Writing	Viva Voce Examination	Total Marks	Passing Marks
	Research Project /Dissertation	300	300	600	300
	Total Marks (Semester III)	550	550	1100	550

Final Evaluation

	Semester I Papers	Semester II Papers	Semester III Papers	Ongoing Assessment (Semester I + II + III)	Research Project/ Dissertation/ Viva Voce	Total Marks	Passing Marks
Total Marks	450	500	250	1200	600	3000	1800

Award of Degree

Candidates passing all the semester/annual examinations shall be declared to have passed the MSPH/EMSPH programmes and shall be awarded the degree.

The final evaluation of the students will be as per the existing university regulations. The minimum passing marks in each of the subjects will be 50%; however the overall cumulative minimum marks required for passing the MSPH/EMSPH programmes will be 60%.

Grading of course work is as under:

- Grade "A" 80% or higher
- Grade "B" 60% to 79%
- Grade "C" 50% to 59%
- Fail Less than 50%



3. Course Catalog for MSPH/MSPH Evening/EMSPH Programmes

HSA's MSPH/EMSPH programmes are internationally accredited and curriculum designed in accordance with international standards. Every year, HSA produces public health graduates who work at key posts in national and international agencies within Pakistan and abroad.

3.1 Courses for Semester I for MSPH/MSPH Evening/EMSPH

MPH301: Foundations of Public Health

This is a 1-credit introductory course designed to introduce students to the various facets of public health concepts, the problem-solving paradigm, and to prepare them for a multi-disciplinary approach towards public health. By the end of the course, participants should be able to examine public health through its historical context and use this information in the evaluation of current public health issues, and analyze public health problems and evaluate interventions and policy alternatives using the problem-solving methodology.

MPH302 Basic Epidemiology: This 3-credit course in Basic Epidemiology is designed with the objective of introducing the subject and its fundamental principles, uses and methods. The student should become familiar with principles of screening, surveillance, measures of disease frequency and association. They will be able to understand epidemiological study designs and interpret data in a scientific manner.

MPH303 Basic Biostatistics: This is a 3-credit core course in basic biostatistics. It covers the basic statistical methods to enable the participants to use them in such disciplines as epidemiology, medical demography, health planning and management, maternal and child health and communicable and non-communicable disease prevention and control. The emphasis in the course shall be on development of practical skills in Biostatistics rather than on its mathematical basis. The student would thus acquire the ability to make appropriate tabulations and graphic displays of data, select and conduct appropriate methods of statistical inference and interpret the results of analyses.

MPH304: Population Dynamics

This 1-credit core course introduces participants to the basic concepts of demography, its importance and application in public health. They would study the various methods for demographic data collection and learn how to compute and interpret the common demographic indicators. Participants shall be able to use this knowledge to make projections of future population growth and its use in planning for health services.

**MPH305: Computer Applications in Public Health**

This 1-credit course aims to provide the public health professionals with skills to operate computers and utilize software with speed and efficiency to improve their communications with their colleagues and other scientists around the world. Public Health professionals must have the expertise to utilize statistical and wordprocessing software effectively in order to produce high quality reports and publications.

MPH306: Foundations of Qualitative Research

In this 3-credit course the participants are introduced to basic concepts of social and medical anthropology. The socio-cultural dimensions and lay perceptions of health and medicine including the concepts and definitions of disease, illness and sickness from the public health's point of view are taught. The course teaches qualitative research methods and their application to public health. Students discuss and practice methods for collecting and analyzing qualitative data.

MPH307: Introduction to Environmental Health

This 3-credit course presents concepts, principles, and applications of the main natural and social science disciplines that form the basis of environmental health and describes how these disciplines and their practitioners interact in the environmental health paradigm. The course examines health issues, scientific understanding of causes, and possible future approaches to control major emerging environmental health problems in industrialized and developing countries.

MPH308: Aspects of Social and Behavioural Sciences in Public Health

The goal of this 1-credit course is to introduce the MSPH participants to the various facets of the public health in light of the social determinants of health. The main emphasis is on a holistic view keeping under consideration the social, cultural, ecological, political and economic factors and their mutual interaction that influences the occurrence of disease and its management at individual and community level.

MPH309: Health Systems Analysis

This course is worth 2 credits, and introduces the concept of a health system, its various components, and the influences of the surrounding socioeconomic and cultural environment. Participants shall become familiar with the methods used to assess the health system in general



and the health care delivery system in particular. The role of various private and public sector agencies (including NGOs) and their interrelationship with respect to their impact on the improvement of health systems at all levels will be analysed. They will also become familiar with methods used to identify health problems and health needs of communities.

3.2 Courses for Semester II for MSPH/MSPH Evening/EMSPH

MPH310: Research Process I and II

This is a 3-credit hour course offered over two semesters; part one in semester II (credits 2) and part two in semester III (credit 1). This is an applied subject utilizing the knowledge and skills acquired in the first semester. This includes the learning of skills of critically assessing the published articles in medical journals based on the knowledge acquired earlier. Through the application of their knowledge of epidemiology and biostatistics, population dynamics, qualitative research methods, computer skills and health systems analysis, students will develop a research question, do a literature review and provide the essential background, make statements for objectives, carry out data collection, apply statistical methods and computer skills to conduct data analysis, and finally, present their findings and research projects in the third semester.

MPH311: Introduction to Reproductive Health

This 2-credit core course provides information on the reproductive health problems of women and men and possible solutions. The goal of this course is to enable the students to have the knowledge and skills to address and provide solutions for a better reproductive health. It is hoped that the participants would also be able to analyse and interpret relevant data and to design, implement and monitor field programmes for improving reproductive health status. The course will focus on the basic concepts, problems and issues in reproductive health.

MPH312: Child Health Programmes and Interventions

This 2-credit core course aims to improve and strengthen the knowledge and skills of health care providers in the field of child health including social problems. Participants will become aware of the multidimensional causes of child health problems, understand the basic concepts and principles of essential programme areas of child health, the role of government, private and international health agencies, research methods, policy formulation and programme evaluation in child health. The participants will be able to evaluate national health programmes and to compare and contrast vertical and integrated approaches to health care interventions in child health

**MPH313: Applied Epidemiology and Biostatistics**

This 3-credit elective course in applied Epidemiology and Biostatistics shall further consolidate the knowledge and skills the participants have acquired in basic epidemiology, biostatistics, and computer applications in public health course. The aim of this course is to familiarize participants with the application of epidemiological methods in the field.

MPH314: Communicable and Non-communicable Disease Control

This is a 2-credit core course. The overall aim of this course is to familiarize participants with the epidemiology of commonly occurring diseases in developing countries and their impact in endemic areas. It mainly covers epidemiology of infectious diseases, and additionally addresses some common non-communicable diseases. The course contents include investigation of outbreaks, medical entomology, efficacy of vaccines, diagnostic laboratory techniques and control measures for selected communicable diseases.

MPH315: Health Promotion

Health promotion is an important intervention to change behaviors and attitudes of people to deal with largely preventable health problems. It needs the input in the form of proper planning, implementation and evaluation of Health Promotion programmes and projects. Health Promotion is considered as the continuation of the skills already learnt in the earlier courses. This 3-credit course aims to reorient the students to turn them into health promotion specialists and communicators.

MPH316: Health Systems Management

This 3-credit core course focuses on the means and methods of proper management of a health care system. It will focus on issues such as health management information, quality assurance, and financial management, maintenance and repair, and personnel management. Also considered are quantitative techniques and methods, which shall assist health managers in evidence-based decision-making.

MPH317: Health Systems Planning

This 3-credit course is offered to MSPH participants to build upon their existing Health Systems concepts. Health planning is a major task of public health professionals working in the government and the private sector at managerial posts such as project managers, district health officers, and hospital managers. Particularly since many countries have decentralized their administration to the districts and below, public health professionals are required to have sound knowledge and skills to plan and budget for health. The focus of this course is on the tools and techniques of operational planning, whereas strategic planning is dealt with in the elective course on health policy.



3.3 Courses for Semester III for MSPH/MSPH Evening/EMSPH

Regular Track I

MPH418: Health Care Financing

This 3-credit course is an introduction to the field of health care financing and health economics. In the past decade, some of the most controversial policies considered by governments have involved issues that have been analyzed by health economists. For this reason, public health professionals need to have a sound basis to understand economic and financing mechanisms underlying changes occurring in the health sector.

MPH419: Applied Nutrition

This 3-credit elective course is designed to familiarize the participants with fundamentals of nutrition. The assessment of nutritional status, effects on growth and common nutrition problems will be discussed in detail. In addition, this course will provide an opportunity to the participants to learn about the nutritional care of the mother, infant and young children.

MPH420: Hospital Management

This 3-credit elective course is aimed at enhancing the skills of participants in hospital management in order to improve the quality of services being provided in hospitals. Participants will familiarize themselves with the essential components of a hospital system, the role of hospitals in relation to a primary health care system and the fundamental principles of management of hospitals with respect to financial, physical and personnel resource management.

MPH421: Occupational Health

This 3-credit course specifically focuses on occupational health problems. The emphasis is on problems encountered in developing countries, in the rural and urban setting. It begins by describing exposure-disease relationships in the workplace and then goes on to discuss the various control measures available to minimize such exposures. Ergonomics and acute and chronic injuries are also discussed. Other issues that are covered include occupational epidemiology, industrial hygiene, workers' compensation, and the mechanism for delivery of occupational health services.

MPH422: Health Policy

The overall goal of this 3-credit course is to provide the participants a basis on how to critically



analyze, develop and improve health policies. This course introduces participants to the concepts of Primary Health Care, its policies and strategies: the role of the community, the participatory principle and the necessity for multi-sectoral cooperation. Participants will develop an understanding of the need for a health policy, and be equipped with the methods and tools of policy formulation. This course will introduce participants to means and methods of planning at the central level. Participants will be given an insight into how macro-plans relate to district plans and be able to identify constraints, limitations and problems with implementing macro-plans for improving peripheral health services.

MPH423: Community-based Reproductive Health Interventions

The goal of this 3-credit course is to equip the participants with the skills, knowledge and principles to design and manage effective community-based reproductive health programmes at the national, provincial and district levels. Students spend the first part of the course preparing the community-level assessment tools and the second part collecting the information in the field. Assessments are conducted at volunteer tehsil health centres where local health officials and community providers can guide the types of information needed. Course participants analyze the collected data and prepare written and oral reports which are shared with the local health unit. Appropriate community-based interventions are then suggested from the needs assessment.

HRH Track II

MPH424: Workforce Planning

This course prepares participants to advance their competence in preparing workforce plans at national, regional and organizational level. Participants will become familiar and competent with the various planning tools and models available to health planners, and be able to prepare high quality evidence based work plans. The module will be practical in orientation offering students multiple opportunities to use different tools, software and techniques.

MPH 425: Workforce Management

This module examines the theory and process of managing and mobilizing the health workforce to achieve organizational goals from the standpoint of the mid-level manager, including management issues such as recruitment, retention, staff development, performance issues, and the difficult and sensitive skills of handling grievances and negotiations. The module is strong on skills development and practice.

**MPH-426: Strategic Human Resources for Health**

This module reviews the consequences of a systemic failure to address human resource issues in health systems and health care organizations at local and national level. Drawing on a wide range of evidence from a range of sources, students explore what is happening in the workforce, and critically appraise strategies and policies that could be or have been put in place to address the national workforce crisis.

Maternal Neonatal and Child Health/Reproductive Health MNCH/RH Track III

These courses will introduce the participants to the importance of sex and gender differentials in health outcomes and to examine strategies for understanding and addressing these inequalities. The participants will be equipped with the skills and techniques to analyze MNCH/RH issues/problems and diseases from a public health professional perspective. The emphasis will be on introduction of the students to contemporary population, reproductive health and development issues. Based on skills regarding research methodologies and ethics learnt in previous semesters, the courses will give hands on training on researching women and children and the ethical connotations in this regard.

MPH-427: Childhood Studies-Research and Ethics

Childhood Studies is an elective course for the MNCH track of the MSPH Programme at HSA. The course focuses on and provides training in the research methodologies and ethics which are required in order to undertake applied research with children. Participants will gain professional competency in the skills and techniques needed to ethically analyze childhood health from a public health perspective.

MPH-428: Gender and Reproductive Health

Gender and Reproductive Health is an elective course for the MSPH. The course introduces participants to the techniques required to analyze the role of sex, gender differentials, and gender inequality in health outcomes. The emphasis of the course will be on enabling students to become familiar with and develop a critical appreciation for 'gender' as a fundamental component of health and health outcomes, and to pay particular attention to the contribution of gender inequality for reproductive health.

MPH-429: Analytic Skills for the Development of Reproductive Health Programmes and Policies

This course builds on courses offered in earlier semesters of the MSPH Programme. It introduces students to contemporary population, reproductive health, and development issues. The overarching theme of the course will involve examination of the linkages between universal access to family planning and the achievement of Millennium Development Goals (MDGs).

**MPH324: Dissertation**

During this 10-credit assignment for MSPH & 12-credit assignment for EMSPH, participants will carry out a research project of her/his own choice in an area of public health. In close collaboration with a faculty advisor, participants will conduct a study in the form of basic or an applied research project or program/project evaluation. At the end of the fieldwork participants shall formally present their findings in the form of a dissertation.

3.4. Practicum for Semester IV (MSPH)**MPH325: Practicum (On the Job Assignment)**

The goal of the 2-credit Practicum to provide a structured and supervised opportunity for the student to apply the theories, principles, knowledge and skills of public health and health promotion, as learned in the classroom, in a practice setting. The practice experience occurs in a carefully-selected health services organization approved by the MSPH Programme Coordinator and is supervised by HSA-faculty and an immediate supervisor/mentor. This takes into account the transition from education to professional practice.



4. Eligibility Criteria

4.1 Basic Qualifications

The candidate should possess one of the following qualifications or an equivalent degree from a recognized university or accrediting body.

- a) MBBS (Bachelor of Medicine & Bachelor of Surgery).
- b) BDS (Bachelor of Dental Surgery).
- c) B Pharmacy (Bachelor of Pharmacy) or M Pharmacy (Master's in Pharmacy).
- d) BSc Nursing (Bachelor of Science in Nursing).
- e) DVM (Doctor of Veterinary Medicine).
- f) Master's Degree in a relevant subject such as Anthropology, Business Administration Public Administration (MPA), Executive Business Administration (EMBA of 2 year), Human Nutrition, Microbiology, Physiology, Psychology, Public Health Engineering, Statistic, Zoology, Environmental Sciences, Social Sciences, Education & other related sciences.

4.2 Age Limit

Candidates should not be over 45 years of age at the time of applying for the course (age criteria can be relaxed). In case of a tie in the process of fulfillment of selection criteria, preference shall be given to those of younger age.

4.3 Final Selection

The applicant's acceptance is contingent upon the receipt of all required documents including official transcripts. The MSPH/MSPH Evening/EMSPH Admissions Committee is responsible for identifying those students with missing documents and/or credentials which do not meet eligibility standards.

The final selection shall be done on the basis of the following distribution of marks:

Criteria	Maximum Weightage
Previous academic record score*	10%
Previous public health experience score, scored as follows out of the total:	10%
• 3-5 years	5%
• 5+ years	10%
Screening examination score	50%
Interview score	30%
Total score	100%

* The marks obtained in the final examination of the qualifying degree as mentioned in the eligibility criteria.



Master of Science in Health Management & Economics (MSc-HME)

6.1 MSc-HME Programme Goal

The MSc Health Management and Economics Programme supports the Academy's mission by equipping students with a comprehensive set of management knowledge and skills along-with the understanding of planning, financing and economic evaluation tools and techniques for improved management of health care services. The overall aim of this program is to enhance management capacity of the participants in order to improve the health service management of the country.

6.2 MSc-HME Programme Objectives

During these two years of studies, the students will be familiarized with essential components of public health, health systems, fundamental principles of management, financing, and human resource management. Overall objective of this program is to develop knowledge and skills to address the managerial and administrative issues of Public and Private sector health settings at all levels. Main objectives of this program are,

1. To strengthen local capacity to learn and apply management principles and techniques in health sector policy and management.
2. To improve decision-making process in health services management.
3. To prepare a pool of health managers and health economists in the country for improved health care system.

6.3 MSc-HME Programme Learning Outcomes

After successfully completing this program the students should be able to:

1. Take on leadership roles in health planning, management and decision-making in health sector.
2. Analyse and manage the problems being faced by the health managers in routine as well as in special circumstances.
3. Apply the management functions such as planning, organizing, staffing controlling and evaluating interventions in health care settings.
4. Construct budgets, undertake financial costing and cost effectiveness of health care services.
5. Evaluate different economic approaches for better priority setting in health care.
6. Appraise the role of effective health care financing and improved service delivery at all levels.



6.4 Job Prospects

After completion of this specialized programme students can expect to find placement in public sector organizations, Planning Commission of Pakistan, private sector organizations including for-profit, not-for-profit, research institutions, hospitals, academic institutions, pharmaceutical companies and other development agencies.

6.5 Rationale

Msc HME complements the programme portfolio of the Health Services Academy. It will equip students with the necessary knowledge and skills to analyze public health care needs design and manage systems to for these needs, including the needs of the poor, and health system shortfalls with the objective to achieve efficiency, equity and sustainability in health systems. This Master's degree will provide students with a range of career options within the health system. MSc HME is designed to equip students with the conceptual skills from both the macro and the micro planning perspectives. Students will learn to understand health systems designs and challenges, while learning methodological approaches to address future challenges. The programme incorporates the practical skills and theoretical foundations as well as most recent state-of-the-art innovations in the realm of management sciences methodology. The Health Services Academy is one of the key institutions for public health research in Pakistan having research linkages across the globe, which is ideally suited to run the programme and to promote academic excellence. Critical inquiry will be encouraged in study and research. As health systems impinge on the economic, social and cultural environment, the skills a quired will enable students to actively and creatively engage in the developmental agenda.

In the first semester, the curriculum emphasizes basic public health sciences, essential and applied quantitative skills while second and third semesters focus on courses in management and economics and financial management. Student's specialization will be based on their dissertation in either health management or health economics. MSc HME adopts a discipline-based approach to address the core competencies. The courses will be taught through a semester system in which a minimum of four courses will be taught in an integrated manner. The first semester curriculum provides exposure to the core discipline of public health. The second and third semester's curriculum provides advanced training in health management focusing on areas common to disciplines and training in management as well as economics. In the fourth semester, all students have to undertake dissertation. The dissertation integrates knowledge, skills and methods in a professionally relevant practical context. Students are also encouraged to become involved in the institutional research. HSA's Field Demonstration Area and collaboration with other related Organizations will provide an excellent opportunity for supervised, mentored practical experiences while addressing the health needs of Pakistan and the region.



6.6 Duration, Credits and Medium of Instruction

The MSc HME degree programme extends up to twenty-four (24) months comprising of four semesters. The first three semesters are dedicated to course work and the fourth semester culminates in MSc dissertation. All semesters are followed by semester break. In the fourth semester every student has to carry out research and submit written report for the appraisal from the internal and external supervisors. The total programme consists of 60 credits. English is medium of instruction and examination for MSc HME.

6.7 Semester-wise Distribution

The distribution of the core and elective courses in the three semesters is given in the following tables. English is the medium of instruction and examination for the MSc-HME programme.



Semester I: Public Health Core Courses (All Core Courses) - Credits 16

Course No.	Courses	Credits
HEM-401	Foundations of Public Health	4
HEM-402	Comparative Health Care Systems	4
HEM-403	Quantitative Methods	4
HEM-404	Research Methods	4
	Total credits	16

Semester II: Health Economics (Core and Optional) - Credits 16

Course No.	Course Titles	Credits
HEM- 310	Microeconomics for Health	3
HEM-311	Macroeconomics for Health	3
HEM-312	Economic Evaluation of Health Care Programmes	3
HEM-313	Health Care Finance	3
HEM-	*Optional course	4
Total	* One optional course offered from a list of 6 courses)	16

Semester III: Health Management (Core and Optional) - Credits 16

Course No	Course Titles	Credits
HEM- 314	Hospital Management and Long Term Care	3
HEM -315	Human Health Resource Management	3
HEM-316	Health Policy Management and Evaluation	3
HEM -317	Health Management Information Systems	3
HEM-	* Optional course	4
Total	* One optional course offered from a list of 6 courses)	16



Semester IV: Dissertation - Credits 12

Course No		Credits
HEM-499	Thesis	12
Total Credits		60

Each semester is of 16 weeks duration. The credits per semester differ as the division of time for lectures and practical work for different courses varies. However, the maximum number of lectures/contact hours and practical work is constant per semester.

6.4.4 Method of Assessment/Examination

The students are evaluated during each course on the basis of:

- 1. Sessional assessment** which is a mix of the tests, end of course examination, class and home assignments, class participation, interactive discussions, practical exercises and/or group works depending on the course outline (ongoing assessment);
- 2. Terminal assessment** based on the end of semester examination papers. Terminal assessments are held at the end of semester and comprise of two semester examinations (sessional and terminal) papers each.

The Dissertation work is assessed through a viva voce examination on the basis of a structured format covering the quality of the project, work performed in the field, data generation and analysis and presentation of results, discussion and conclusions presented as a written report.

Fifty percent marks shall be reserved for the ongoing (sessional) assessment and fifty percent for the semester examination paper and dissertation (terminal assessment).

Candidates obtaining less than 50% in any of the examinations will be deemed to have failed in that paper/semester of the MSc-HME. A student failing in a paper (when scores of semester examination and ongoing assessment are less than fifty percent), will be allowed to clear that paper in the supplementary examination to be held within 3 months of the declaration of the result of the semester. However, a student accumulating more than two failures at any stage shall cease to be a student of the University.

Each credit corresponds to 50 marks in the examination. Twenty-five (25) marks per credit are for the formative (ongoing) assessment and 25 marks for terminal (end semester exam) assessment. The distribution of marks for each examination is as shown on the following pages.



Semester I: Public Health (Core Courses) - Credits 16

Paper	Courses	Marks			
		Paper	Ongoing Assessment	Total Marks	Passing Marks
Paper I	HEM401 - Foundations of Public Health	100	100	200	100
Paper II	HEM 402 - Comparative Health Care Systems	100	100	200	100
Paper III	HEM 403 - Quantitative Methods	100	100	200	100
Paper IV	HEM 404 - Research Methods	100	100	200	100
	Total marks	400	400	800	400

Semester II: Health Economics (Core and Optional) - Credits 16

Paper	Course Titles	Marks			
		Paper	Ongoing Assessment	Total Marks	Passing Marks
Paper I	HEM 310 - Microeconomics for Health	75	75	150	75
Paper II	HEM 311 - Macroeconomics for Health	75	75	150	75
Paper III	HEM 312 - Economic Evaluation of Health Care Programmes	75	75	150	75
Paper IV	HEM 313 - Health Care Finance	75	75	150	75
Paper V	HEM- *Optional course	100	100	200	100
	Total	400	400	800	400

Semester III: Health Management (Core and Optional) - Credits 16

Paper	Course Titles	Marks			
		Paper	Ongoing Assessment	Total Marks	Passing Marks
Paper I	HEM 314 - Hospital Management and Long Term Care	75	75	150	75
Paper II	HEM 315 - Human Health Resource Management	75	75	150	75
Paper III	HEM 316 - Health Policy Management and Evaluation	75	75	150	75
Paper IV	HEM 317 - Health Management Information Systems	75	75	150	75
Paper V	HEM- *Optional course	100	100	200	100
	Total	400	400	800	400



Course Title	Marks			
	Proposal and Dissertation Writing	Viva Voce Examination	Total Marks	Passing Marks
Research project/ Dissertation	300	300	600	300

Final Evaluation

	Semester I Papers	Semester II Papers	Semester III Papers	Ongoing Assessment (Semester I + II + III)	Research Project/ Dissertation/ Viva Voce	Total Marks	Passing Marks
Total Marks	400	400	400	1200	600	3000	1800

Candidates passing all the semester examinations shall be declared to have passed the MSPH programme and shall be awarded the degree.

The final evaluation of the students will be as per the existing university regulations. The minimum passing marks in each of the subjects will be 50%; however the overall cumulative minimum marks required for passing the MSPH programme will be 60%.

Grading of course work is as under:

- ❖ Grade "A" 80% or higher
- ❖ Grade "B" 60% to 79%
- ❖ Grade "C" 50% to 59%
- ❖ Fail Less than 50%

6.5 Course Catalog for MSc-HME Programme

Semester I Public Health (Core Courses)

HEM-401 Foundations of Public Health (4 credits)

This is an extensive course designed to introduce students to various aspects of public health, including, concepts, practices, theories and research. The students will be exposed to in-depth knowledge of the historical, current and future contexts of public health issues and the need to adopt multi-disciplinary approaches to problem solving in public health. Broad topics will include, defining public health, historical and contemporary developments, public health delivery system, ethics in public health management and law, GIS systems for public health, public health tracking, demographic dynamics of public health, common, preventable diseases and conditions, public health welfare, public health work force, public health administration.

2. HEM-402 Comparative Health Care Systems (4 credits)

A course on comparative health care system is designed to study health care systems of other countries (both developing and developed) in providing health care to the masses. These health



systems vary significantly across countries and some countries even adopt models of others. However, there is still variation in programmes across countries. The course will broadly cover contemporary health systems, national health programmes, public evaluation, and differences in health care countries across countries, national health insurance, and provision of health care low costs.

3. HEM-403 Quantitative Methods for Health Economics (4 credits)

This course introduces the statistical tools necessary for analyzing health care systems using quantitative data. The emphasis will be on empirical applications using econometric techniques for hypothesis testing, regression analysis, the problem of identification and statistical inference, instrumental variables and model specification. For economic evaluation, concepts like discounting, present value, probability and sensitivity analysis will be included. The emphasis will be on use of statistical packages such as SPSS, LIMDEP, and LISREL for analysis of data.

4. HEM-404 Research Methods (4 credits)

In Research Methods, the contents will cover the key principles of health economics research, principles of public health research and principles of management research, including the roles of questions, hypotheses, theories in the research process, with critical review of research design and methodologies. The course is designed in a way that will teach students how to transform economic and public health theory into practice and test and measure based on real-world data. All types of research methods, including qualitative and quantitative techniques will be imparted.

Semester II Health Economics (Core Courses)

1. HEM-310 Microeconomics for Health (3 credits)

This course is designed to prepare a non-economist to apply microeconomic theories and tools to health systems, to health care consumer behavior and to health care providers. The basic attempt is to find out how economic theory applies to health and health care and in what ways health care is different from other sectors of the economy. The course will focus on patterns of demand and supply and determination of price and output under asymmetric information. The course will also address challenges to health economists, managed care and health care costs, production and health insurance.

2. HEM-311 Macroeconomics for Health (3 credits)

This course is designed for a non-economist to understand national and global economic systems of which health is a major part. It covers the major macroeconomic tools and indices which have impact on health or are affected by health. A course on macroeconomic concepts for health will address performance, and structure of national or regional economy and its effect on health. The relevance of concepts like GDP, unemployment, consumption, output, inflation, international



finance and resource mobilization for the health sector will be explored. Macroeconomics for health will explore processes through which health can be addressed in the broader context of development. The focus areas will be within that broader perspective of poverty reduction strategies, increasing health investments and removing barriers in way of achieving better health.

3. HEM-312 Economic Evaluation of Health Care Programmes (3 credits)

This course explores the nature, purpose and limitations of economic analysis and evaluation, public and private perspectives, measurement and valuation, analysis of costs, performance and effectiveness, cost-effectiveness, cost benefit analysis and cost utility analysis. The course will also address risk adjustment, concepts of QALYs and DALYs and valuation of human life.

4. HEM-313 Health Care Finance (3 credits)

A course on health care financing will cover patterns and effectiveness of current health spending, alternative sources of revenue, collecting revenue for health, resource allocation and purchasing, fiscal space, pooling mechanisms, types of insurance (community, private and social), development assistance for health and financing challenges in low income countries. The course will also cover topics in the financial management of health care institutions. Special emphasis will be given to social health insurance for its role in health care markets. Principles of economic efficiency provide a standard against which to judge the costs and benefits of health care policies. Topics will cover social health insurance, policies and programmes, historical roots of social insurance, public insurance and health, models of social insurance such as Medicare and Medicaid and their criticism. The programme features will be studied in detail in terms of financing, beneficiary payment liabilities, provider payments, and eligibility. The course will also cover equity, efficiency and need and government intervention in health care markets.

Semester III - Health Care Management (Core courses)

1. HEM-314 Hospital Management and Long Term Care (3 credits)

In the health sector, hospital care dominates total health care expenditures. Since hospitals remain the center of health economy, issues in management and administration remain crucial. The composition of population of children, adults and the elderly needs adequate provision of health care facilities. For the elderly, issues of long term care are even more important. The course will cover topics in background and overview of hospitals, hospital utilization and costs, nursing homes, traditional health care and management.

2. HEM-315 Human Health Resource Management (3 credits)

A course on human health resource management will prepare students to address issues in health resource management and its various aspects. The course will impart knowledge for economic and



regional pressures for health services, the effect of these pressures on personnel management, distinction between employee retention and professionalism. This course covers the cycles of human resources for health, recruitment, selection, training, education, skills, employee retention, brain drain, emigration of skilled work force, appraisal and reward system, welfare management, redundancy, skill shortages, efficiency and types.

3. HEM-316 Health Policy Management and Evaluation (3 credits)

A course in health policy management covers areas of health care decisions, plans and actions intended to achieve health care goals, with special reference to developing country and comparisons with developed country policies. The broad topics that will be covered are quality of health care, regulations, safety and effectiveness of drugs, evaluation of medical services and procedures, medical records, players in the organization, delivery and services, policy process, evaluation and implementation. The students will be prepared for using and applying a range of tools to evaluate health systems or particular aspects.

4. HEM-317 Health Management Information Systems (3 credits)

A compulsory course in health management information systems will be developed to address issues in computer applications and management in the health sector. Some of the major topics that will be covered in this subject include, systems used to collect health information data, storage, data warehousing, data retrieving, planning, reimbursement and collection, privacy issues, protection and evaluation of patient issues. The course also teaches information management of health professionals, skills necessary for health staff management and health project management.

Optional Courses (4 credits each)

In semesters II and III, one optional course of 4 credits will be offered. Following is the list of optional courses.

1. HEM-405 Health and Sustainable Development (4 credits)

A course in health and sustainable development is important from because it intends to preserve resources to meet the needs of the present and future generations. The broad topics that will be covered in this course include TRIPS and public health, environmental health issues and their management, special and differential treatment, prevention, elimination of safety hazards, technical barriers to trade (TBT), environmental health and safety standards (EH&SS), development indices and issues in sustainability.

2. HEM-406 Management of Population Health Issues (4 credits)

A course on population health deals with the health outcomes of groups of individuals and



distribution of those outcomes within that group. The course aims at analyzing techniques for improving health of the entire population and socio-economic determinants of health. The major components of the course will be economics of inequality, the importance of family planning programmes, population health management, determinants of fertility, mortality and aging.

3. HEM-407 Health Economics of Bads (4 credits)

This course covers topics in models of addiction and rationale for governmental interventions, advertising restrictions on cigarettes and alcohol, brand switching, excise taxes and consumption of cigarettes. The associated mental health issues of addiction and its related costs will also be covered. The economics of bads also includes topics in accidents, fear, anxiety, stress, nicotine, or secret ingredients.

4. HEM-408 Pharmaco-Economics (4 credits)

This course will focus on economic methods for comparing the value of one pharmaceutical drug/therapy to another. The course will cover topics such as cost evaluation, monetary effects, drug efficacy, enhanced quality of life, burden of disease, issues in patient care and drug utilization, drug benefits and outcomes. The course will also discuss regulatory framework designed to access safe and affordable drugs and health policy developments that affect the pharmaceutical industry. The supply and demand for drugs will also be evaluated.

5. HEM-409 Quality Management in Health Care (4 credits)

In this course, participants will learn the general principles and frameworks for defining and promoting the quality in health care. Different quality management approaches and models will be compared and their suitability for the health sector will be assessed. In this regard, case studies derived from experiences in Pakistan and different countries will be discussed. Additionally, the students will learn different tools for assuring and evaluating quality with a focus on improving quality of healthcare in organizations. At the end of the course, the participants will be able to define quality management and enumerate the different principles of improving and assuring quality in health care, explain the strengths and weaknesses of different quality management models and approaches and determine their applicability in health care, in general, and in Pakistan, in particular, describe accreditation, certification, supervision and licensing principles and processes of evaluating health care services providers, gain knowledge and develop skills in using specific tools in identifying and analyzing problems and in making evidence-based decision-making. The course contents will be health care, health care organizations and health sector reform, definitions: Quality and Quality Management, Approaches and Models in Ensuring Quality in Health Care, The Role of Management in Quality Assurance, Teamwork in Promoting Quality,



Tools in Quality Assurance in Health Care, Best Practices in Quality Management in Health Care selected experiences

6. HEM-410 Gender and Health (4 Credits)

This optional course aims at addressing gender specific health issues with special reference to a developing country like Pakistan. Major course components include differences between gender and sex, gender specific determinants of health, roles and norms, gender influences on health, gender and mental health issues, awareness, respect and behavior, gender inequality for specific health problems, gender responsive budgeting, gender policies and proposed policies and interventions, gender violence.

Semester IV: MSc HEM 499 Dissertation/Thesis- 12 Credits

Twelve credit hours of M.Sc thesis will be earned through engaging in evidence based research, research based on primary and secondary data sources, addressing issues of practical relevance to the national health care issues in particular and global health issues in general, under the supervision of specified faculty member(s) from within or outside Health Services Academy. A list of approved MSc thesis supervisors will be developed in accordance with the HEC guidelines for research supervisors. The completion time for research and defense will be one semester. The thesis will be evaluated by a team of internal and external examiners and viva voce examination will be held for defense.

6.6 Admission Criteria and Procedures

The Health Services Academy abides by its strict merit-based criteria with absolute transparency to select its students for the MSc-HEM programme. Every year, the number of Pakistani and foreign students is fixed by the Board of Governors.

6.6.1 Eligibility Criteria

5.2.1 Basic Qualifications

The candidate should possess one of the following qualifications or an equivalent degree from a recognized university or accrediting body.

- (a) BA/BBA/B.Com/BCS/BSc Degree with one of the following subjects: Economics Statistics, Mathematics, Psychology, and Sociology.
- (b) MBBS (Bachelor of Medicine & Bachelor of Surgery)
- (c) B.Pharmacy (Bachelor's in Pharmacy)
- (d) BSc Nursing (Bachelor of Sciences in Nursing)
- (e) B. Veterinary (Bachelor of Veterinary Medicine)



Postgraduate Certificate in Human Resource for Health (HRH) Management at Health Services Academy (HSA), Islamabad

7.1 Introduction

Much attention has been focused on the shortages of numbers of clinical health professionals and support workers in the world, but it is increasingly recognised that problems are worsened by the absence of effective human resource management and cannot be resolved without tackling this gap. To date, many of the efforts to improve the health workforce have been fragmented and dispersed geographically. Managers and health professionals attempting to improve working practices, increase the productivity of the workforce, introduce new skills into the workforce, or to deal with important strategic issues such as shortages or turnover, have found themselves isolated and ill-prepared to embed good human resource practices into health organisations. **HSA** has spearheaded as a higher education institution in Asia to pursue for delivering an innovative intensive P.G.Cert course in the field of Human Resource for health (HRH) Management for mid-level and senior level health policy makers and planners and health managers in collaboration with the institute for International Health & Development (IIHD) of **Queen Margaret University (QMU), UK and German International Cooperation (GIZ)**.

This programme of study, designed to be flexible and to attract professionals and managers already working in the health sector within Pakistan and the region, provides an opportunity for these personnel to develop the needed skills and knowledge efficiently and effectively.

7.2 Course aim

The overall aim of the proposed programme is to enable its graduates to shape national and local policies and organisational practices which will improve the planning, development and management of human resources as a key component of well functioning health systems and directly contribute to ensuring a competent, responsive and productive health workforce.

7.3 Course objectives

- Recognise the key factors and forces shaping the needs and deployment of human resources in health systems and the contribution a health workforce makes to health and wellbeing among different populations.
- Recognise and justify the value of human resources to health service organisations and act as an employee champion and advocate at senior management levels.
- Develop quality HR policies and track their implementation.
- Contribute to positive organisational development, safe working environments and effective change leadership.
- Forecast human resource needs and develop short, medium and long range plans for health service organisations to meet those needs.



- Enable high quality employee development and learning initiatives to meet existing or future training needs in health systems.
- Ensure organisational compliance with local employment legislation and professional regulation frameworks
- Create and manage performance management systems and work with others to manage individual performance issues.
- Recruit and retain suitably qualified and motivated staff; ensure departments have adequate personnel to meet service demands; provide applicants with realistic job and organisational previews.
- Administer organisations' compensation and benefits systems efficiently.
- Communicate effectively with staff and senior management
- Manage HR information systems including: acquire, clean and analyse HR data and information; critically evaluate HR data; and to synthesise HR information into clear reports, posters, presentations

7.4 Eligibility criteria

- Mid level managers responsible for giving input to the policy makers for human resources for health
- Senior health managers involved in formulating health workforce policies at local and provincial levels.
- Those involved in research of health workforce issues
- Students of Regular and Extended MSPH courses and wish to pursue a career in HRH
- Staff and members (including doctors and nurses) of different organisations and institutions (e.g. MOH, PMDC, PNC, NGOs etc.) involved in HRH issues at different levels from Pakistan and abroad
- Professionals who intend to develop career in HRH and want to get Master in HRH from QMU

7.4.1 Selection criteria

Application is open to all eligible candidates. Selection is based on merit. Prospective candidates should have:

- First class or at least upper second division Bachelor or Master Degree in the related area
- Three years of related professional experience

7.5 Course Fee

The course fee for National Regional and International Students is £3000 (UK).



7.5.1 Course structure

This is a modular programme of study with the taught Postgraduate Certificate component extending over one 15-week semester. For full-time participants, the programme will start in January each year. Part time students can be registered in January each year and complete the programme within three years. The programme is based on completion of three modules.

Module Descriptor									
Title	Strategic Human Resources for Health				Code NM 251				
Mode of Study			Full time or Part time		Credit Rating 20 SCOTCATS				
Module Coordinator	Jean Robson								
Module Team	Jean Robson, HSA staff member, invited local experts								
Pre-requisites	Core for PG Certificate HRH								
AIMS									
This module reviews the consequences of a systemic failure to address human resource issues in health systems and health care organisations at local, national and even global level. Participants will learn to take a strategic view of the human resource management, how human resource functions operate in health care organisations, and how to develop and properly implement human resource policy and strategy.									
Learning Outcomes					Assessed in this module	A	B	C	D
On successful completion of the module the student will be able to:									
L1	Take a lead role in integrating human resource strategies and initiatives into the strategic plans of health care organizations.				No		X		
L2	Prepare health human resource profiles for use in planning activities at local, regional or national level				Yes	X		X	
L3	Using databases and other data sources identify staff flows, migration from and into the workforce, sources of supply and recruitment, and service provision gaps at local, regional or national level.				Yes	X		X	
L4	Identify suitable strategic options and directions for health human resource planners based on agreed international standards				Yes		X		
L5	Develop quality HR policies and track compliance with local employment policies and regulations				Formatively assessed	X		X	
L6	Monitor information about staff in post through an HR information system, and produce regular monitoring reports.				Formatively assessed	X		X	X



L7	Show leadership when engaging with process analysis and redesign, and facilitating positive and smooth change processes	Formatively assessed	x		x	x
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Learning Experiences

The module will engage the student in the following types of learning experiences: In the classroom there will be 30 hours of student effort including- seminars, case studies, syndicated exercises, group work, presentations and lectures. The students are expected to undertake another 30 hours of learning either in small self-managed groups, or in independent study. The learning activities would include: computer mediated exercises in learning labs/WebCT, guided reading, action learning sets, individual tutorials and 100 hours of self-directed learning and assignment preparation.

A-Knowledge and Understanding

B-Intellectual Skills

C-Practical Skills

D-Transferable Skills

Module Descriptor		
Title	Workforce Planning	Code NM 252
Mode of Study	Full time or Part time	Credit Rating
		20 SCOTCAT
Module Co-ordinator	Jean Robson	
Module Team	Jean Robson, Joyce Smith, HSA staff member	
Pre-requisites	None	
Co-requisites	Core for PG Cert HRH	
<p>Aims</p> <p>This module prepares participants to advance their competence in preparing workforce plans at national, regional and organisational level. Participants will become familiar and competent with the various planning tools and models available to health planners, and be able to prepare high quality workforce plans based on quantitative and qualitative approaches. The module will be practical in orientation offering students multiple opportunities to use different tools, software and techniques.</p>		



Learning Outcomes		Assessed in this module	A	B	C	D
On successful completion of the module the student will be able to:						
L1	Use concepts of supply and demand to calculate workforce projections based on different planning scenarios	Yes	x			
L2	Use key workforce planning tools including WISN, BirthRate+, Aberdeen formula	Yes	x		x	
L3	Undertake a re-profiling exercise for local health services	Yes			x	x
L4	Prepare and effectively present workforce plans	Yes			x	x

Learning Experiences

The module will engage the student in the following types of learning experiences: In the classroom there will be 30 hours of student effort including- seminars, case studies, syndicated exercises, group work, presentations, and lectures. The students are expected to undertake another 20 hours of learning either in small self-managed groups, or in independent study. The learning activities would include : computer mediated exercises in learning labs/WebCT, guided reading, action learning sets, individual tutorials and 100 hours of self-directed learning and assignment preparation

A -Knowledge and Understanding

B-Intellectual Skills

C-Practical Skills

D-Transferable Skills

Module Descriptor		
Title	Workforce management	Code NM 253
Mode of Study		Credit Rating
Full time or Part time		20 SCOTCAT
Module Coordinator	Jean Robson	
Module Team	Jean Robson, HSA staff member, local experts	
Pre-requisites	None	
Co-requisites	Core for PG Cert HRH Core for PG Cert HRH	
Aims		
This module examines the theory and process of managing and mobilising the health workforce to achieve service improvement from the standpoint of the mid-level health manager, including management issues such as recruitment, retention, staff development, performance issues, and the difficult and sensitive skills of handling grievances and negotiations. The module is strong on skills development and practice.		



Learning Outcomes		Assessed in this module	A	B	C	D
On successful completion of the module the student will be able to:						
L1	Draw on key concepts from motivation theories to explain performance issues including underperformance, dissatisfaction, unproductive work environments, team failure	Yes	x			
L2	Recruit, select and retain talented and motivated staff and work with other managers to achieve this.	Yes	x		x	
L3	Create and/or manage effective performance management systems for health service organisations	Yes	x		x	
L4	Identify organisational and individual training needs and match these to training opportunities	Yes	x		x	
L5	Enable the health service organisation deliver or contract out effective personal and professional development programmes to the entire workforce	Yes	x			
L6	Communicate effectively to the workforce and help other managers to improve internal communications within the organisation	Yes			x	x
L7	Create or support a positive working environment for all grades of health staff	No	x		x	

Learning Experiences

The module will engage the student in the following types of learning experiences:

In the classroom there will be 30 hours of student effort including- seminars, case studies, syndicated exercises, group work, presentations, lectures. The students are expected to undertake another 20 hours of learning either in small self-managed groups, or in independent study. The learning activities would include : computer mediated exercises in learning labs/WebCT, guided reading, action learning sets, individual tutorials and 100 hours of self-directed learning and assignment preparation

A-Knowledge and Understanding

B-Intellectual Skills

C-Practical Skills

D-Transferable Skills

Assessment Strategy

The team seek to ensure a range of forms of assessments. The bulk of assessment is through coursework assignments, which is consistent with the overall aim of the course and follows the principles of adult learning. Details of summative assessments are contained within the module descriptors. The IHD has a policy of providing extensive feedback to course participants on assessments in accordance with good learning and teaching practice. Feedback on summative assessments is provided in writing to all students on an individual basis. Feedback on formative assessments (judgements designed to improve students' work) may be provided on an individual or collective basis. Students are provided with formative feedback during the modules to facilitate the achievement of the aims and to prepare the participants for the summative assessment, that is, the assessment at the end of a module for which formal grades are given.



MS and Post Graduate Diploma Programme (PGD) in Medical Entomology and disease Vector Control (MEDVC)

The MS and PGD in MEDVC are offered by the Health Services Academy, both the courses are approved by the Quaid-i-Azam University, Islamabad. The degree is awarded by the Auaid-i-Azam University MS is a two year course programme, while PGD is one year Programme. Both courses are administered by the Health Services Academy (HSA) of Cabinet Division with support from the World Health Organization (WHO) and USAID.

8.1 Goal of the Programme

Pakistan, other neighboring and Regional countries are suffering from a hosts of vector-borne diseases such as Malaria, leishmaniasis, plague, Dengue, DHF, CCHF and other arboviruses that keep resurging or re-emerging, causing morbidity, mortality and disability. But unfortunately Pakistan and other neighboring countries are experiencing an acute shortage of qualified people to plan and manage disease vector control programmes at all administrative levels of health. In case of Pakistan this training programme nicely fits into the priority need for training arrangement for the vector control staff that are being recruited by the Ministry of Health, Pakistan, for each of the district (136 districts of the four Provinces) under the recent national strategy and planning. On technical basis it is estimated that each district needs at least 2 vector control staff. Therefore, this training course needs to be run for at least ten years to fill the existing gap of trained manpower in this specialized field

The goal of this course is to fill this gap by training qualified students in the area of MEDVC. Graduates from this course will initially go into operational disease vector control programmes in Pakistan at each District level. The critical mass of experts produced will also fill the gap of non-existing indigenous applied research in Pakistan and some of them will go for higher degree studies and teaching positions.

8.2 Objectives of the Programme.

- Upon completion, the graduates of the Medical Entomology and Disease Vector Control should be able to:
- Identify major vector-borne diseases and the vector species/pests responsible for transmission
- Plan, implement, monitor and evaluate vector control programmes based on integrated vector and disease management approaches in accordance with the prevailing epidemiological, social and economic conditions.
- Apply acquired knowledge in the control and prevention of vector-borne diseases in the country.
- This will be achieved through acquisition of matrix of skills acquired from seven modules including.
- Knowledge of the major vectors and vector-borne diseases of relevance to the Region;
- Skills to conduct entomological surveillance and operational research;
- Knowledge on the principle of epidemiological investigations of vector-borne diseases;



- Skills in disease control programme managements;
- Skills to develop vector control strategies bases on the principle of integrated vector and disease management;
- Skills to facilitate and train others, and effectively documents and disseminate information on entomology and vector control;

8.3 Programme Organization and Structure for MS Programme.

The intensive curriculum emphasizes basic principles of disease vector transmission and epidemiology with a focus on epidemiological/entomological investigations, vector control methods and programme planning, monitoring, evaluation and management. The course programme will be conducted in a modular form building upon and integrating with each other in a total of 13 Modules organized in four semesters running for a total of 24 month period as follows:

Semesters

First Semester

The semester will start with a one week orientation period for all students. During this time students will be introduced to the Health Services Academy and its staff.

Module no 1 (DVC-301): Fundamentals of Medical Entomology, Vector bionomics and vector borne disease:

- Module no 2 (DVC-302): Introduction and Entomological Investigations
- Module no 3 (DVC-303): Entomological Investigations: Application and analysis.
- Module no 4 (DVC-304): Vector control: Introduction to control tools and techniques
- Module no 5 (DVC-305): Methodology and analysis of Vector control

Second Semester

- Module no 6 (DVC-306): Epidemiological Investigations and Statistics
- Module no 7 (DVC-307) Field training I: Malaria and Dengue vectors, Surveillance and data collection.
- Module no 8 (DVC-308): Field training II: Leishmaniasis vectors, Data analysis and report writing.
- Module no 9 (DVC-309): Principle of Programme Management:

Third Semester

- Module no 10 (DVC-310): Synopsis and thesis writing
- Module no 11 (DVC-311): Multi sectoral and sustainable approaches for integrated disease vector management.
- Module no 12 (DVC-312): Research project and Dissertation

Fourth Semester

- Module no 13 (DVC-313): Practicum (On-the-job assignment)



8.4 Programme Organization and Structure for Post graduate Diploma Programme.

Based on 7 Modules

First week will be orientation period for all students. During this time students will be introduced to the various aspects of programme, the Health Services Academy and its staff.

The one year course will comprise of seven modules

Module 1: Vectors and Vector-borne Diseases

Module 2: Epidemiological Investigations and statistics

Module 3: Entomological Investigations

Module 4: Vector Control - principles of vector control: methods and approaches

Module 5: Essential Principles of Programme Management

Second Semester

Module 6: Field training (2 months)

8.5 Programme Duration, Credits and Medium of Instruction for MS programme.

Based on 13 Modules

The MEDVC programme extends up to twenty four (24) months comprising four semesters. The first two semesters are dedicated to course work, culminating in an end-of-semester examination. In the third semester, the examination is held by mid-semester, and the remaining time is to be used to complete student dissertations. During the first three semesters, students are expected to attend all classes at the HSA; however, during the fourth semester, they may return to a job environment and carry out an on-the-job assignment as part of their practicum and submit a short written report and an appraisal from the immediate supervisor/mentor. All semesters are followed by semester break of up to four weeks' duration. In the third semester all students have to conduct a field project leading to a dissertation. The total programme consists of 60 credits. One credit is equivalent to 16-18 hours of formal teaching/contact hours or 48-54 hours of practical fieldwork. Practical fieldwork is defined as consisting of individual fieldwork, group fieldwork, field visits, individual assignments and class exercises.

English is the medium of instruction and examination for the MEDVC programme.



8.6 Programme Duration, Credits and Medium of Instruction for PGD

The first two semesters (module 1-5) will be dedicated to course work. In the end of each semester a written examination will be held. During this time all students are expected to attend all classes at the Health Services Academy. This will be followed by Module 6, a 2 months of supervised field training in second semester. During the second semester students are also expected to identify (with the support of a faculty member) and conduct a 3-4 months project leading to a dissertation. The total course programme consists of 60 credits. One credit is equivalent to 16-18 hours of formal teaching/contact hours or 48-54 hours of practical field work. Practical fieldwork is defined as consisting of individual fieldwork, group fieldwork, field visits, individual assignments and class exercise.

English is the medium of instruction and examination for the Postgraduate Diploma in Medical Entomology and Disease Vector Control programme.

8.7 Semester-wise Distribution for MS

The distribution of the courses in the three semesters is given in the following tables.

Semester I: Credits 16 (All Core Courses)

Modules	Credits
DVC-301 Fundamentals of Medical entomology, Vector bionomics and vector borne diseases	3
DVC-302 Introduction and Entomological Investigation	3
DVC-303 Entomological investigation: Application and analysis	3
DVC-304 Vector control: Introduction to Control tools & techniques	3
DVC-305 Methodology and analysis of Vector Control	3

Semester II: Credits 16 (All Core Courses)

Modules	Credits
DVC-306 Epidemiological investigation and Statistics	4
DVC-307 Field training I: Malaria & Dengue Vectors, Surveillance and data Collection	4
DVC-308 Field training II: Leishmaniasis vectors, Data analysis & report writing	4
DVC-309 Principle of Program management	4



Semester III: Credits 16(Core [c] as well as Elective* [e] Courses)

Module	Credits
DVC-310 Synopsis and thesis writing	3
DVC-311 Multi sectoral and sustainable approaches for integrated disease Vector management	4
DVC-312 Research Project and Dissertation	10

Semester IV: Credits 12 (Practicum)

Module	Credits
DVC-313 Practicum (On-the-job assignment)	12

3.6 Semester-wise Distribution for PGD

The distribution of the courses in the three semesters is given in the following tables.

Semester I:		Credits 30	Module 1-5
Module	Duration	Courses	Credits
Module 1	1 M	Vectors and vector-borne diseases	6
Module 2.	1 M	Epidemiological investigations and statistics	6
Module 3.	1 M	Entomological investigations	6
Module 4	1 M	Vector Control	6
Module 5.	2 M	Essential principles of programme management	6

Semester II:		Credits 30	Module 6-7
Module	Duration	Courses	Credits
Module 6.	1 M	Field Training	16
Module 7.	3 M	Dissertation	14
Total Credits			60



8.8 Method of Assessment/Examination for MS

Students are evaluated during each course on the basis of:

- **Sessional assessment** which is a mix of the tests, end of course examination, class and home assignments, class participation, interactive discussions, practical exercises and/or group works depending on the course outline (ongoing assessment);
- **Terminal assessment** based on the end of semester examination papers. Terminal assessments are held at the end of first two semesters and comprise of two semester papers each. In the third semester, the students are examined in the mid-semester terminal assessment before the start of the Dissertation work.

The Dissertation work is assessed through a viva voce examination on the basis of a structured format covering the quality of the project, work performed in the field, data generation and analysis and presentation of results, discussion and conclusions presented as a written report.

In the fourth semester the students go back to their workplaces and apply the skills learned in the first three semesters. At the end of the semester an on-job written report will be submitted by the students in addition to the written appraisal by the designated supervisor/mentor. A joint agreement has to be made with the supervisor/mentor and the faculty advisors at HSA prior to the beginning of the fourth semester. This will be finally assessed by the senior faculty of HSA.

Fifty percent marks shall be reserved for the ongoing (sessional) assessment and fifty percent for the semester examination paper and dissertation (terminal assessment).

Candidates obtaining less than 50% in any of the examinations will be deemed to have failed in that paper/semester. A student failing in a paper (when scores of semester examination and ongoing assessment are less than fifty percent), will be allowed to clear that paper in the supplementary examination to be held within 3 months of the declaration of the result of the semester. However, a student accumulating more than two failures at any stage shall cease to be a student of the University.

Each credit corresponds to 50 marks in the examination. 25 marks per credit are for the sessional (ongoing) assessment and 25 marks for terminal (end semester exam) assessment. The distribution of marks for each examination is as shown on the following pages.



Semester I (Credits 15)

Module	Subject/Course	Marks			
		Paper	Ongoing Assessment	Total Marks	Passing Marks
DVC-301	Fundamentals of Medical Entomology, Vector bionomics and vector borne diseases	375	375	750	375
DVC-302	Introduction & Entomological investigation				
DVC-303	Entomological investigation Application and Analysis				
DVC-304	Vector control: Introduction to control tools and techniques				
DVC-305	Methodology and analysis of vector control				
	Total Marks (Semester I)				

Semester II (Credits 16)

Module	Subject/Course	Marks			
		Paper	Ongoing Assessment	Total Marks	Passing Marks
DVC-306	Epidemiological Investigation and Statistics	400	400	800	400
DVC-307	Field training I: Malaria & Dengue vectors, surveillance and data collection				
DVC-308	Field training II: Leishmaniasis vectors, data analysis and report writing				
DVC-309	Principal of Program Management				
	Total Marks (Semester II)				



Semester III (Credits 17)

Module	Subject/Course	Marks			
		Paper	Ongoing Assessment	Total Marks	Passing Marks
DVC- 310	Synopsis and thesis writing	175	175	350	175
DVC-311	Multi sectoral and sustainable approaches for integrated disease vector management				
		Proposal and Dissertation Writing	Viva Voce Examination	Total Marks	Passing Marks
	Dissertation	250	250	500	250
	Total Marks (Semester III)	425	425	850	425

Semester IV (Credits 12)

Module	Subject/Course	Marks			
		Report Writing	Appraisal	Total Marks	Passing Marks
DVC-313	Practicum (On-the-job Assignment)	300	300	600	300

Final Evaluation

	Semester I Papers	Semester II Papers	Semester III Papers	Ongoing Assessment (Semester I + II + III)	Practicum	Total Marks	Passing Marks
Total Marks	375	400	425	1200	100	3000	1800

Candidates passing all the semester/annual examinations shall be declared to have passed the MEDVC programme and shall be awarded the degree.

The final evaluation of the students will be as per the existing university regulations. The minimum passing marks in each of the subjects will be 50%; however the overall cumulative minimum marks required for passing the MSc. MEDVC will be 60%.



8.9 Method of Assessment/Examination for PGD

Students are evaluated during each course on the basis of:

- Sessional assessment which is a mix of the tests, end of course examination, class and home assignments, class participation, interactive discussions, practical exercises and/or group works depending on the course outline (ongoing assessment);
- Terminal assessment based on the end of semester examination papers. Terminal assessments are held at the end of first two semesters and comprise of two semester papers each. In the third semester, the students are examined in the mid-semester terminal assessment before the start of the Dissertation work.

The Dissertation work is assessed through a viva voce examination on the basis of a structured format covering the quality of the project, work performed in the field, data generation and analysis and presentation of results, discussion and conclusions presented as a written report.

Semester I and II consist of seven Modules all of which contain in-course assessment tasks which must be completed. The assessments for modules 1-5, will each contribute 8% to the overall GPA, i.e. a total of 40%. The assessment for module 6 will contribute 10% to the overall GPA. At the end of term 2, students will sit a three-hour written examination that will contribute 20% to the final assessment. The dissertation will contribute 30% to the overall GPA. Marking of written examinations and in-course work will be done anonymously so that teaching staff are not aware of which student's work they are marking, except where the assessment method precludes anonymity. Students will be assigned a candidate number for this purpose. Assessed work which contributes to the final degree result will be marked independently by two members of staff. Where discrepancies in marks occur, the two members of staff discuss jointly and agree a final mark. Candidates obtaining less than 50% in any of the examinations will be deemed to have failed in that paper/semester. A student failing in a paper (when scores of semester examination and ongoing assessment are less than fifty percent), will be allowed to clear that paper in the supplementary examination to be held within 3 months of the declaration of the result of the semester. However, a student accumulating more than two failures at any stage shall cease to be a student of the University.

Grading of course work for MS and PGD is as under:

- Grade "A" 80% or higher
- Grade "B" 60% to 79%
- Grade "C" 50% to 59%
- Fail Less than 50%

8.10 Programme evaluation

The programme will not be static, it will respond to feedback from students to help design for the future. Evaluation will be of two types:

Modules: this type of evaluation provides feedback on the various parts of the course and is by questionnaires completed for each Module. There are open-ended as well as closed questions to allow full expression of your opinions: the evaluation will be carried out at the end of the course preferably when students submit their dissertations, and will use structured discussions on different aspects of the MS Programme. These discussions will be coordinated by the Course Organizer and the student representatives.



8.11 Programme quality validation

A selection of assessed work will be reviewed by an external examiner. In addition, the course should be externally reviewed every 2 years. This will provide essential information on the quality of the course offered and areas that need improving.

8.12 Admission Criteria and Procedures

8.12.1 Introduction

The Health Services Academy abides by its strict merit-based criteria with absolute transparency to select its students for the programme.

8.12.2 Eligibility Criteria

8.12.3 Basic Qualifications for MS and PGD

The candidate should possess one of the following qualifications or an equivalent degree from a recognized university or accrediting body.

Basic Qualifications for MS

- 16 years education in Biology/Zoology/Microbiology/Biochemistry
- Environmental Health
- Agriculture (Entomology)
- Doctor of Veterinary Medicine
- Doctor of Medicine
- Relevant M.Sc. Degree

Basic Qualifications for PGD

- 14 years education in Biology/Zoology/Microbiology/Biochemistry
- Environmental Health
- Agriculture (Entomology)
- Doctor of Veterinary Medicine
- Doctor of Medicine
- Relevant MSc Degree

8.12.4 Experience

Priority will be given to applicants with relevant work experience (minimum of 1 year) in public health-related fields – especially in vector disease control programmes of Cabinet Division, Ministry of environment, Agriculture as well as municipalities, armed forces and the private sector. Applicants with no relevant experiences but with good scores in their undergraduate courses will also be considered.



Admission Criteria and Procedures for Programs at the HSA

9.1 Introduction

The Health Services Academy abides by its strict merit-based criteria with absolute transparency to select its students for the programmes. Every year, the number of Pakistani and foreign students is fixed by the Board of Governors.

9.2 Quotas

All Pakistani students shall be selected on the basis of merit, out of which:

- 40% will be selected purely on merit, irrespective of their provenance;
- the remaining 60% will be selected on the basis of the provincial quotas defined in the Civil Establishment Code (2000)*. This division is shown in the following table.

Criteria	Percentage
Merit	40%
Punjab	32%
Sindh	12%
Khyber Pakhtunkhwa	08%
Balochistan	04%
FATA/FANA (GB)	03%
AJK	01%

- additionally, out of the total number of applicants:
 - a minimum of 35% of seats are reserved for women;
 - a minimum of 10% of the seats are reserved for non-physicians;
 - a minimum of 20% of the seats are reserved for candidates from the private sector.

In addition to Pakistani students, a limited number of seats are available for foreign students. Applicants with disabilities will be given due consideration within the prescribed merit-based system.

English Language Requirements

Applicants should have an appropriate level of English language proficiency. **Foreign applicants from non-English speaking countries who submit results for English proficiency tests such as TOEFL or IELTS will be given preference.** A minimum TOEFL score of 450 on the paper-based test or 200 on the computer-based test is recommended; a minimum IELTS score of 6 is recommended.



Please note that Pakistani students are **not** required to submit the results of English language proficiency tests.

Computer Skills Requirements

Additionally, given that most assignments will be computer-based, all applicants are required to have basic computer skills, including word processing, spreadsheet processing and using basic Internet services such as the World Wide Web and e-mail. Applicants without the required computer skills will not be allowed to attend this course unless they either take a non-creditable course in basic computer skills offered at the Academy, or a similar course offered at a reputed training institute.

9.3 Application Procedures

Applications must be made on the prescribed application form available in the prospectus of the Academy. This form is attached at the end of this prospectus (see Annex 1).

The prospectus and application form may also be downloaded from the Academy's website (<http://www.hsa.edu.pk/>).

A non-refundable application fee of Rs. 2000/ will have to be paid. Payment must be made via bank draft or pay order (see Annex 1 for details).

Completed applications should enclose two each of the following documents:

- Domicile certificate
- Attested photocopy of Matriculation certificate
- Attested photocopy of Intermediate certificate
- Final degree certificate, along with transcripts
- **Foreign students** must submit attested photocopies of any language proficiency tests taken such as TOEFL/NOC
- Attested photocopy of identity card
- 3 passport-sized photographs
- Professional resume (preferably one page)
- Attested photocopies of experience certificate(s)
- Two-stamped, **correctly** self-addressed letter-sized envelopes
- **Foreign students** must submit two reference letters from teachers, supervisors, or employers

Completed applications must reach the Registrar of the Academy on the address given by the closing date. Incomplete applications and applications received after the closing date will not be entertained.

Government employees can send applications in advance, but are required to get their NOC from their respective departments to enroll in the programme.



9.4 Admissions Procedures

9.4.1 Admissions Committee

HSA has its own Admissions Committee, comprising of the Executive Director, the Programme Coordinator, the Registrar, a Senior Faculty Member, and one nominated alumnus/alumna. The Admissions Committee has the responsibility for the selection of applicants to be admitted to the Programmes. It establishes procedures for the timely review of applications to the Programme. Referrals of admission are at the discretion of the Admissions Committee.

9.4.2 Screening Examination

Pakistani applicants and foreign applicants residing in Pakistan who fulfill the eligibility criteria (see the eligibility) will be required to take a screening examination. This examination tests basic public health knowledge, basic English and mathematical skills, and logical thinking.

Following the screening examination, successful applicants will be short-listed and called for interviews. For every seat available 3-4 candidates will be interviewed.

International applicants residing outside of Pakistan will be selected on the basis of their qualifications and professional experience relevant to public health. They will be exempt from the admission test and from the interview.

The final decision regarding the selection of the candidates rests with the Admissions Committee and cannot be contested. **Students offered admission should submit a letter of acceptance to the Registrar, Health Services Academy, within ten days of selection.**

9.5 Financial Assistance/Scholarships

Scholarships will be given to provide partial funding for students on a merit-basis (subject to availability of funds). The Scholarships will be secured through donor organization and disbursed to students by HSA as per HSA/QAU policies. These funds will be administered by the Health Services Academy as per HSA/QAU policy.

Students who are admitted into the programmes should submit a letter of application to the Registrar, Health Services Academy, stating the reasons for such support.



10. Fee Structure

Tuition fee will as per HSA current annual fee structure. Besides dues of Quaid-e-Azam University will be paid according to the rules of the university. PhD candidates will be encouraged to search for their Research funding, though HSA may also identify potential resources or offer fellowships on merit.

10.1 Fee Structure for Pakistani Students

Fee Structure for All Programmes PhD Quaid-e-Azam University Dues

S.No.	Particulars	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Total Fee
1	Admission Fee	9,600	-	-	-	-	-	9,600
2	Registration Fee.	9,600	-	-	-	-	-	9,600
3	Terminal Exam. Fee	9,600	9,600	9,600	9,600	9,600	9,600	57,600
4	Theises Exam. fee	-	-	-	-	-	9,600	9,600
5	Extension fee	-	-	-	-	5,000	5,000	10,000
6	Degree Fee	-	-	-	-	-	5,000	5,000
	Total Dues	28,800	9,600	9,600	9,600	14,600	29,200	101,400

Fee Structure for PhD Health Services Academy Dues

S.No.	Particulars	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Total Fee
1	Tuition Fee	91,000	91,000	91,000	91,000	91,000	91,000	546,000
2	Stationary/Books/Mics	10,075	10,075	10,075	10,075	10,075	10,075	40,300
3	Internet Charges	1,950	1,950	1,950	1,950	1,950	1,950	11,700
4	Library Charges	975	975	975	975	975	975	5,850
5	Hostel Charges	-	-	-	-	-	-	-
	Total Dues	104,000	104,000	104,000	104,000	104,000	104,000	624,000
	Total HSA & QAU Dues	132,800	113,600	113,600	113,600	118,600	133,200	745,400

Note: All fees are subject to revision of Quaid-i-Azam University & Health Services Academy Policy.



**Fee Structure for (MSPH, EMSPH, Msc HME, PG-HRH, MS-MEDVC)
Quaid-e-Azam University Dues**

Particulars	Semester 1	Semester 2	Semester 3	Semester 4	Total Fee
Admission Fee	9,600	-	-	-	9,600
Registration Fee	9,600	-	-	-	9,600
Terminal Examination Fee	9,600	9,600	9,600	9,600	38,400
Degree Fee	-	-	-	6,000	6,000
Total Dues QAU	28,800	9,600	9,600	15,600	63,600

Fee Structure for MSPH/EMSPH Health Services Academy Dues

Particulars	Semester 1	Semester 2	Semester 3	Semester 4	Total Fee
Tuition Fee	91,000	91,000	91,000	65,000	338,000
Stationary/Books/Mics	10,075	10,075	10,075	10,075	40,300
Internet Charges	1,950	1,950	1,950	1,950	7,800
Library Charges	975	975	975	975	3,900
Total Dues HSA	104,000	104,000	104,000	78,000	390,000
Total Dues HSA & QAU	132,800	113,600	113,600	93,600	453,600

Fee Structure for MSPH (Evening) Health Services Academy Dues

Particulars	Semester 1	Semester 2	Semester 3	Semester 4	Total Fee
Tuition Fee	107,766	123,766	123,766	118,766	474,064
Stationary/Books/Mics	13,823	13,823	13,823	13,823	55,292
Internet Charges	2,735	2,735	2,735	2,735	10,940
Library Charges	1,368	1,368	1,368	1,368	5,472
Total Dues HSA	126,000	142,000	142,000	137,000	547,000
Total Dues HSA & QAU	154,800	151,600	151,600	152,600	610,600

Note: All fees are subject to revision of Quaid-i-Azam University & Health Services Academy Policy.



Fee Structure for MSc-HME Health Services Academy Dues

Particulars	Semester 1	Semester 2	Semester 3	Semester 4	Total Fee
Tuition Fee	91,000	91,000	91,000	65,000	338,000
Stationary/Books/Mics	10,075	10,075	10,075	10,075	40,300
Internet Charges	1,950	1,950	1,950	1,950	7,800
Libary Charges	975	975	975	975	3,900
Total Dues HSA	104,000	104,000	104,000	78,000	390,000
Total Dues HSA & QAU	132,800	113,600	113,600	93,600	453,600

Fee Structure for MS-MEDVC Health Services Academy Dues

Particulars	Semester 1	Semester 2	Semester 3	Semester 4	Total Fee
Tuition Fee	91,000	91,000	91,000	65,000	338,000
Stationary/Books/Mics	10,075	10,075	10,075	10,075	40,300
Internet Charges	1,950	1,950	1,950	1,950	7,800
Libary Charges	975	975	975	975	3,900
Total Dues HSA	104,000	104,000	104,000	78,000	390,000
Total Dues HSA & QAU	132,800	113,600	113,600	93,600	453,600



**Fee Structure for PGD
Quaid-e-Azam University Dues**

Type of Fee	Amount
Admission Fee (one-time payment)	Rs. 5000/
Registration Fee (one-time payment)	Rs. 5000/
Examination Fee for 3 Semesters (Rs. 4500 for each semester)	Rs. 15000/
Degree Fee	Rs. 2,500/
Total	Rs. 27,500/

Fee Structure for PGD Health Services Academy Dues

Type of Fee	Amount
Tuition Fee per annum per student (Rs. 25000 for each semester)	Rs. 75,000/
Course Material (per annum per student)	Rs. 19,500/
Internet Charges (per annum per student)	Rs. 3,900/
Library Charges (per annum per student)	Rs. 1,950/
Locker Charges (per annum per student)	Rs. 650/
Total	Rs. 101,000/

NOTE: All fees are subject to revision as per Quaid-i-Azam University & Health Services Academy Policy.



10.2 Fee Structure for International Students

**Fee Structure for MSPH, EMSPH, Msc HME, PG-HRH, MS-MEDVC
Quaid-e-Azam University Dues**

S. No.	Particulars	Semester 1 (US \$)	Semester 2 (US \$)	Semester 3 (US \$)	Semester 4 (US \$)	Total Fee (US \$)
1	Admission Fee	97	-	-	-	97
2	Registration Fee.	97	-	-	-	97
3	Terminal Exam Fee	97	97	97	97	388
4	Degree Fee.	-	-	-	60	60
	Total Dues	291	97	97	157	642

**Fee Structure for MSPH, EMSPH, Msc HME, PG-HRH, MS-MEDVC
Health Services Academy Dues**

S. No.	Particulars	Semester 1 (US \$)	Semester 2 (US \$)	Semester 3 (US \$)	Semester 4 (US \$)	Total Fee (US \$)
1	Tuition Fee	1,775	1,775	1,775	1,268	6,592
2	Course Photocopying	190	190	190	190	761
3	Internet Charges	38	38	38	38	152
4	Library Charges	19	19	19	19	76
5	Lockers Charges	6	6	6	6	25
6	Total	2,028	2,028	2,028	1,521	7,606

Total HSA & QAU Dues	2,319	2,319	2,319	1,678	8,248
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NOTE: All fees are subject to revision as per Quaid-i-Azam University & Health Services Academy Policy.



11.1 Core Faculty

PhD or Equivalent

- o Dr. Assad Hafeez, MBBS, FCPS, MRCP, MSc Epidemiology, PhD
- o Dr. Shahzad Ali Khan, MBBS, MBA, MPH, PhD
- o Dr. Saima Hamid, MBBS, MPH, PhD
- o Dr. Samina N. Khalid, MBBS, MPhil, Fellowship ReproMed, PhD

M.Phil or Equivalent

- o Dr. Amjad Chaudry, MBBS, MSc, MPH, M Med, PhD Fellow in Edinburgh
- o Dr. Ejaz Ahmad Khan, MBBS, MPH, PhD Fellow in London
- o Dr. Ramesh Kumar, MBBS, MPhil, MSPH, PhD Fellow in Bangkok
- o Mr. Aijaz Ali Jakhrani, MSc, MSPH
- o Mr. Mudassar Mushtaq, MSc, MPhil
- o Dr. Mariyam Sarfraz, MBBS, MSc

PhD Fellows

PhD 2014

- o Dr. Ayesha Isani, MPH, FRCR
- o Ms. Ayesha Khan, MS Bio-Economic
- o Mr. M. Akhtar Abbas Khan, MPhil
- o Dr. Noreen Rahat, MBBS, MPhil
- o Dr. Rab Nawaz, MSc. Epi, MPH
- o Dr. Said Ul Abrar, MPH

PhD 2013

- o Dr. Masood Ahmed, MPH
- o Dr. Mazhar Nisar, MPH
- o Dr. Muhammad Imran Marwat, MPH
- o Dr. Muhammad Zeeshan Haroon, MPH
- o Dr. Syed Zakir Hussain Shah, MPH

PhD 2012

- o Dr. Fatima Nisar Ahmed, MPhil
- o Dr. Irum Gilani, MPH
- o Dr. Muhammad Ahmed Abdulah, MPH
- o Dr. Mohammad Salim Wazir, MBBS, MPhil
- o Dr. Zulfikar Ali Gorar, MPH



11.2 Adjunct Faculty

Dr. Abdul Ghaffar, PhD

Health Policy

Dr. Abdul Majeed Jaffar, MBBS, MSPH, MSc HRH

HRH

Dr. Ahsan Maqbool Ahmad, PhD

Epidemiology

Dr. Anwar Baig, PhD

Management Sciences

Prof. Arnfrid A. Kielmann, PhD

Health Systems

Prof. Atif Rahaman, PhD

Maternal and Child Mental Health

Dr. Fazli Hakim Khattak, PhD

Health Economics

Dr. Huma Qureshi, FRCP

Research

Dr. Inayat Thaver, MBBS, FCPS, PhD

Public Health

Dr. Khalif Bile Mahomad, PhD

Public Health

Dr. Nabeela Ali, MBBS, MPH

MNCH

Dr. Peter C. Coyte, PhD

Health Economics

Dr. Qaisar Abbas, MSc Econ, M. Phil Dev. Econ, PhD

Management Sciences

Dr. Rehan Hafeez, PhD

Health Systems

Dr. Sameen Siddiqi, MBBS, FCPS, MPH, PhD

Health Systems

Dr. Sania Nishtar (SI), FRCP, PhD

Health Policy and Public Health

Dr. Shamsa Rizwan, FCPS

Maternal Health



Dr. Shehla Zaidi, MSc, PhD

Health Policy

Dr. Siham Sikandar, PhD

Community research & Mental Health

Dr. Zaeem Ul Haq, PhD

Health Communication

Dr. Zeba A. Sathar, PhD

Demography

11.3 Visiting Faculty

Prof. Abdul Majeed Rajput, MBBS, MPH, FRACMA, FCPS

IMDC Islamabad

Dr. Ali Muhammad Mir, MBBS, MPH

Population Council, Islamabad

Dr. Arif Munir, PhD

PRMC

Dr. Arshad Mehmood, PhD

JSI, Islamabad

Dr. Asmat Ullah Malik, PhD

Integrated Health Services, Islamabad

Prof. Fauziah Rabbani, PhD

Aga Khan University, Karachi

Dr. Ghulam Nabi Kazi, MBBS, MPH

WHO

Dr. Masood Kadir FCPS

Aga Khan University, Karachi

Dr. Mohammad Mursaleen, MBBS, MPH

HMIS WHO

Dr. Mohammad Tariq, MPH (Global Health)

USAID -| DELIVER PROJECT, John Snow Inc.

Dr. Muhammad Saleem Rana, PhD

International School of Public Health UHS

Dr. Nelofer Nazim, MBBS, MSPH

Consultant



Prof. Nighat Nisar MBBS, MPH, MCPS, FCPS

Dow Medical College DUHS, Karachi

Dr. Rakhshinda Perveen, MBBS MPH

SACHET Pakistan

Dr. Rizwan Afzal, MSc Statistics, MSc Bio Statistics

Phenix, Arizona

Prof. Rizwana Chaudhry, MBBS, MCPS, FCPS

College of Physicians and Surgeons, Pakistan, Islamabad

Dr. Rozina Khalid, MBBS, MPH

Consultant

Dr. Rukhsana Khan, MBBS, MPH, MSc

Consultant

Dr. Sayeeda Batool, MBBS, MRCOG

PIMS

Dr. Shabnam Sarfaraz, MBBS, MBA

Marie Stopes Society

Dr. Shakila Zaman, MBBS, MCPS, Epidemiology, PhD

Lahore Medical and Dental College

Dr. Tabish Hazir, MBBS, DCH, MCPS, FCPS

PIMS

Dr. Tayyeb Imran Masud, MBBS, MPH, PhD

World Bank, Islamabad

Mr. Adnan Khan, MS Economics

Islamic International University Islamabad

Mr. Imtinan Akram Khan, MPhil Entomology

Consultant

Mr. Muhammad Arshad, MCS

Freelancer Consultant

Mr. Soaib Ali Hassan, MPhil Entomology

Consultant

Ms. Gulrukh Mehboob, MSc, Phil Economics

Pakistan Institute of Development Economics

Ms. Tallat Anwar Faridi, MSc

Consultant



11.4 Academic Partnerships and Collaborations

The Academy is working for the MSPH programme in collaboration with various national and international institutes and bodies in different capacities through formal and informal linkages to achieve its goal. Currently, HSA is involved in collaborations with the following institutions and universities:

National Collaborations

1. Aga Khan University.
2. Family planning Association of Pakistan
3. National Health Programs
4. Population Council, Pakistan.
5. Provincial Health Departments
6. Pakistan Medical and Research Council (PMRC)

Various research projects/trainings/discussion forums are jointly implemented by HSA and these organizations.

International Collaborations

1. FUDAN University, Shanghai China
2. GIZ
3. Help Age International
4. Karolinska Institute, Sweden.
5. London School of Hygiene and Tropical Medicine, UK
6. Plan International
7. Queen Margaret University, Edinburgh, UK.
8. Research Advocacy Fund
9. Save the Children USA
10. USAID
11. UNICEF
12. University of Liverpool, UK.
13. World Health Organization

Various joint projects/trainings are being implemented with support of these organizations.



Annex 1: Application Form

This section includes the application form for all the programmes offered by HSA.

A. Application Checklist

A completed application must contain two copies of each of the following items:

1. **Completed application form:** The application form on the following pages must be filled out and completed. Please type or print in black ink. The remaining items must be attached to these forms.
2. **Domicile certificate**
3. **Attested photocopy of Matriculation certificate**
4. **Attested photocopy of Intermediate certificate**
5. **Final degree certificate, along with transcripts**
6. **Attested photocopies of any language proficiency tests taken such as TOEFL:** Note that tests of English language proficiency are only required for foreign/international students from non-English-speaking countries; they are not required from Pakistani applicants.
7. **Attested photocopy of identity card**
8. **3 passport-sized photographs:** Attach one passport-sized photograph to the top-right corner of the front page of the application form, and attach two additional such photographs at the end of the application.
9. **Professional resume (preferably one page)**
10. **Attested photocopies of experience certificate(s)**
11. **Letters of reference:** Only foreign students are required to submit two letters of reference from teachers, supervisors and/or employers.
12. **A non-refundable application fee:** Include a payment by bank draft or pay order in favour of the Health Services Academy of the amount of Rs. 2000/.

Please note that incomplete applications will not be entertained.



B. Submission of Application

Address your application to:

Registrar

Health Services Academy

Opposite National Institute of Health (NIH), Chak Shahzad

Islamabad

Detach the admission form from the prospectus and fill it out, and attach additional application materials to the form. Number the attached pages appropriately.

Please make sure that your application reaches the Registrar well in time for the application deadline.



PHOTO GALLERY









Form No.: _____

Photograph

ADMISSION FORM
Health Services Academy
Government of Pakistan

Opposite National Institute of Health (NIH), Chak Shahzad, Islamabad
 Tel: 051-9255590-4; Fax: 051-9255591, [http:// www.hsa.edu.pk](http://www.hsa.edu.pk)

SEMESTER SPRING / FALL

For the Academic Year 20 _____

Please type or print in black ink, and mail your completed application to the Health Services Academy.

1. PROVINCES CODE (PLEASE ENCIRCLE)

AJK	AZAD JAMMU & KASHMIR
BLCH	BALUCHISTAN
FATA	FED. ADMIN. TRIBE AREA
ISB	ISLAMABAD
KPK	KHYBER PAKHTUNKHWA
PNJB	PUNJAB
SND(R/U)	SINDH (RURAL / URBAN)
GB	GILGIT-BALTISTAN

NOTE: The applicants are advised to fill the priorities /preference carefully once filled priorities/preference would not be allowed to change/shift under any circumstances.

2. Programme of study: 1. MSPH 2. MSPH (EVENING) 3. EMSPH 4. MSc-HME 5. MS-MEDVC 6. PGD-MEDVC 7. PhD in Public Health

Priority	Programme of study
1 st	
2 nd	
3 rd	
4 th	
5 th	

FULL NAME: MS./MRS./MR./DR. _____

(as on Matriculation certificate)

FATHER'S NAME: _____ NATIONALITY: _____

SEX: MALE FEMALE

DATE OF BIRTH: _____ / _____ / _____

(as on Matriculation certificate) DD MM YY

CNIC NO:

(Passport No for foreign students)



PERMANENT ADDRESS: _____

PHONE NO: _____ MOBILE: _____

(with area code)

POSTAL ADDRESS: _____

PHONE NO: _____ MOBILE: _____

(with area code)

OFFICE NO: _____ FAX NO: _____

(with area code)

(with area code)

EMAIL: _____

4. SECTION 2: ADDITIONAL SKILLS

Please note that the following questions are NOT part of our selection criteria for the first phase of short-listing; however please note that HSA *will* be testing these skills in its own screening exam and interviews after the first phase is complete.

ENGLISH LANGUAGE SKILLS

How do you rate your English language skills?

	POOR	FAIR	GOOD	EXCELLENT
SPEAKING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPUTER SKILLS

How do you rate your computer skills?

	POOR	FAIR	GOOD	EXCELLENT
MICROSOFT WORD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MICROSOFT POWERPOINT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MICROSOFT EXCEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPSS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANY OTHER SOFTWARE (SPECIFY):



5. SECTION 3: QUALIFICATIONS AND EXPERIENCE

ACADEMIC QUALIFICATIONS

List all the colleges and universities attended in reverse chronological order. Begin with the most recent university.

NAME OF INSTITUTION	PLACE, COUNTRY	DATES ATTENDED		DEGREE NAME	PASSING YEAR	MARKS OBTAINED	TOTAL MARKS
		FROM	TO				

PROFESSIONAL EXPERIENCE

Please describe briefly the nature of your work and responsibilities. List most recent employment first.

NAME OF INSTITUTION	MAJOR RESPONSIBILITIES AND ACTIVITIES	POSITION	DATES EMPLOYED	
			FROM	TO

TOTAL EXPERIENCE IN PUBLIC HEALTH: YEARS MONTHS

CURRENT EMPLOYMENT GOVERNMENT PRIVATE OTHERS



SECTION 4: STATEMENT OF PURPOSE

Outline your reasons for your interest in the PhD/MSPH/EMSPH/HME/MS-MEDVC/PGD-MEDVC programme, and your plans for the future. Describe the kind of training you expect to undertake, and explain how your study plan fits in with your previous training and your future goals. Mention how relevant experiences, such as research in the field of public health, will aid you in achieving your study objectives. Please do not exceed the space provided below.

SECTION 5: SIGNATURE FORM

If you are offered admission to the mentioned Course, how do you plan to pay for it?

EMPLOYER: _____ SELF: _____ OTHER (SPECIFY): _____

I affirm that the information on this application form and any additional material that I submit is complete and accurate to the best of my knowledge. I understand that furnishing false or incomplete information may be cause for denial of admission, cancellation of registration, or revocation of degree.

APPLICANT'S SIGNATURE: _____ DATE: _____