

# POSTGRADUATE DIPLOMAS IN GLOBAL HEALTH



## **Health Services Academy**

Ministry of National Health Services, Regulation  
and Coordination

Park Road, Chak Shehzad, Islamabad.

# DIPLOMAS OFFERED



1. GLOBAL HEALTH SECURITY
2. GLOBAL HEALTH DIPLOMACY
3. GLOBAL HRH MIGRATION

## **Health Services Academy**

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## Message from the Vice Chancellor

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Renowned as a degree-awarding institute and a pioneer in public health in Pakistan, HSA has always been committed to staying at the forefront of educational excellence.

In line with our dedication to innovation and academic excellence, I am thrilled to announce the establishment of the Global Health Department at HSA. This department is a testament to our commitment to addressing the evolving needs of the healthcare landscape on a global scale.

Furthermore, we are introducing specialised postgraduate diplomas meticulously crafted to meet the current demands of distinct areas within global health. We aspire to extend our offerings to include Master's and PhD programs in Global Health, marking a significant stride towards comprehensive education in this field.

Global health is a promising field, and HSA is uniquely positioned to equip you with the knowledge and skills necessary for a fulfilling career. The expertise provided by our dedicated team will enhance our graduates' potential to explore diverse opportunities in this emerging and dynamic area.

I wholeheartedly encourage you to enrol in our programs, as they represent a substantial step toward bridging the gap for experts in the field of Global Health. Together, let us embark on a journey of knowledge, innovation, and meaningful contributions to the global health community.

I am wishing you success and fulfilment in your academic pursuits.

Prof. Dr. Shahzad Ali Khan  
FFPH, PhD, FRSPH, MPH, MBA Finance, MBA.  
Vice Chancellor, Health Services Academy, Islamabad.



## Message from Global Health Program Lead

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I am delighted to warmly welcome you as a lead of the global health academic program at the Health Services Academy. We are pleased to offer several postgraduate diplomas specializing in various areas of global health, including global health security, diplomacy and human resource management.

The global health landscape is swiftly evolving, influenced by the profound impacts of climate change and the COVID-19 pandemic. In this dynamic environment, there is an urgent need for experts who can comprehend the intricate linkages between climate change, epidemics, pandemics, and cross-border determinants of diseases and their global responses. We have crafted our programs to cultivate these experts, providing them with the essential knowledge and skills to navigate global health complexities efficiently and address the challenges effectively.

We are confident that our graduates will be well-prepared to accept challenges, mount responses, and make careers in the global health space. I am keen to engage with prospective students, policymakers and global health practitioners on a directional learning experience. Together, let us embark on a journey of learning, innovation, and meaningful contributions to the global health discourse. I am positively anticipating a successful and enriching academic journey and partnerships ahead.

Dr Sheraz A. Khan  
PhD Global Health (Edinburgh)  
MPH, MBBS, FRSPH (UK)  
Associate Professor/Program Lead  
Health Services Academy, Islamabad.



## Message from the Program Coordinator

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I am pleased to invite you to participate in our global health program at Health Services Academy, Islamabad. We offer specialized postgraduate diplomas in global health security, diplomacy, and HRH migration. We are in the process of establishing master's and doctoral programs, too. Our Global Health program equips individuals and organizations with the knowledge and skills related to global health challenges, their determinants, and practical strategies for addressing them.

The postgraduate diplomas, spanning two semesters, combine onsite and online lectures from distinguished national and international faculty members. We have developed our program following the Higher Education Commission (HEC) and Pakistan Medical and Dental Council guidelines and incorporating international best practices into our curriculum.

Health Services Academy is best suited to offer these innovative educational programs. HSA, a degree-awarding institute under the Ministry of National Health Services, is dedicated to maintaining the highest quality teaching, training, and research standards.

Our innovative program allows early adopters to be pioneers in the dynamic field of global health. This program will expand your understanding of global health and open doors to exciting professional opportunities for you at national and international levels. We look forward to guiding you towards a fulfilling and impactful career.

Dr Fatimah Tu Zahra  
MHPE, MSPH, BDS.  
Coordinator, Global Health Program  
Health Services Academy, Islamabad



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## **2. BACKGROUND**

### **2.1. Significant developments**

In an era of unprecedented global interconnectedness, global health has emerged as a critical discipline addressing multifaceted challenges that transcend borders. The world faces complex health challenges requiring a collaborative and cross-disciplinary approach. Issues such as pandemics, emerging infectious diseases, and the impact of climate change on health underscore the interconnected nature of global health problems.

With the increasing recognition that health is a global public good, there is a growing demand for professionals who understand the intricacies of global health governance, security and diplomacy. The demand for global health professionals is growing across various sectors, including international organisations, government agencies, non-governmental organisations, and academia.

### **2.2. Health Services Academy**

The need for comprehensive and integrated solutions to health issues on a global scale has never been more apparent, making educational programs in global health a timely and indispensable choice for professional development and strengthening health systems. Given the foregoing, the Health Services Academy (HSA) is launching postgraduate diplomas (PGDs) to fill the capacity gaps. These diplomas in global health will provide insights into international health policy, ethics, and diplomacy, preparing individuals to engage with diverse stakeholders and contribute to shaping global health agendas.

Pursuing a postgraduate diploma in global health is a timely and strategic decision, offering a unique opportunity to contribute to the well-being of populations worldwide in an era where global health challenges demand comprehensive, collaborative, and informed responses.

### **2.3. Postgraduate diplomas**

Considering the health systems needs, we are offering postgraduate diplomas addressing multiple facets of global health. A postgraduate diploma is a specialised, advanced-level qualification pursued after completing a bachelor's degree. It falls between the level of a bachelor's degree and a master's degree in terms of academic rigour and depth of study. Our postgraduate diplomas will provide participants with specialised knowledge and skills in different disciplines of global health.



Our diplomas will provide individuals with specialised knowledge, skills, and credentials to contribute meaningfully to the field. It will open doors to diverse career opportunities and allow professionals to play a vital role in addressing the complex global health issues facing our interconnected world in the following ways.

- I. Focused expertise: Our postgraduate diplomas will allow individuals to acquire in-depth knowledge and skills directly applicable to global health's complex and evolving challenges.
- II. Addressing global health challenges: Our diplomas are designed to equip participants with the tools to address complex and interconnected health challenges on a global scale. This includes infectious diseases, health disparities, health system strengthening, and emergency preparedness.
- III. Interdisciplinary approach: Global health is inherently interdisciplinary, requiring knowledge from various fields such as public health, medicine, social sciences, and policy. Our diplomas integrate these diverse perspectives, preparing you to work collaboratively across disciplines.
- IV. Global networking opportunities: Our educational programs will provide opportunities for networking with professionals, researchers, and organisations in the global health community. This can be instrumental in establishing connections, sharing insights, and collaborating on international health projects.
- V. Leadership and policy influence: We aim to prepare you for leadership roles where you can influence policies at national and international levels. We will equip you with the knowledge and skills to contribute to policy development and implementation.
- VI. Versatility and adaptability: Our postgraduate diplomas are designed to be adaptable to the evolving landscape of global health. We will equip you with versatile skills that will enable you to respond to emerging health challenges and contribute to innovative solutions.
- VII. Preparation for global health careers: Whether you are interested in working with international organisations, non-profits, government agencies, or academia, our postgraduate diplomas will serve as a valuable foundation.
- VIII. Career enhancement: Global health is a dynamic and interdisciplinary field, and having a postgraduate diploma can

significantly enhance career prospects. It will demonstrate your commitment to professional development and understanding of global health issues and open different career pathways.

- A. Graduates specialising in global health security can pursue careers in public health agencies, international organisations, and research institutions focused on infectious disease control.
- B. Those specialising in global health diplomacy may find opportunities in government agencies, non-profit organisations, and diplomatic missions dedicated to shaping international health policies.
- C. Professionals in health human resources migration can contribute to workforce planning, policy development, and advocacy in organisations addressing global health workforce challenges.

In conclusion, a postgraduate diploma in global health with specialisations in global health security, global health diplomacy, and health human resources migration is a timely response to current global health challenges and strategic investment in acquiring the expertise needed to drive positive change in these critical areas. These diplomas are explained in the following sections.

# GLOBAL HEALTH SECURITY

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Global health security is the proactive and reactive response, to minimize the danger and impact of acute public health events that endanger people's health across geographical regions and international boundaries. (WHO)

## **3. DIPLOMA IN GLOBAL HEALTH SECURITY**

### **3.1. Overview**

The emergence of pandemics and infectious diseases underscores the urgency of fortifying global health security. The Health Services Academy is offering a one-year postgraduate diploma in Global Health Security. This diploma will focus on providing a comprehensive understanding of the mechanisms required to prevent, detect, and respond to public health emergencies. It equips professionals with the expertise to design and implement strategies that ensure global preparedness, minimizing the impact of health threats.

### **3.2. Course mission**

To understand complex global health security problems and plan their effective response by intersectoral, transnational teams and organizations equipped to address the cross-border determinants of global health security.

### **3.3. Course goals**

- Cultivate a deep understanding of the significance of health security in global health.
- Equip students with the skills to analyse, assess, and respond to health security threats.
- Foster an awareness of the ethical considerations and challenges involved in health security and emergency response.

### **3.4. Course objectives**

- Understand the concept of global health security and its significance in safeguarding populations.
- Analyse the factors contributing to health security threats, including infectious disease outbreaks and biosecurity risks.
- Evaluate the strategies and emergency response systems for managing health security threats globally.
- Understand the key national and international tools employed in global health security, including international health regulations.
- Develop a global perspective on health security ethics, challenges, and preparedness.

### 3.5. Semester-wise distribution of courses

The first semester will have four subjects/thematic areas, two subjects with 2 and two subjects with 3 credit hours credit hours assigned to them, as shown in Table 1. In the second semester, one subject will be taught for 2 credit hours and two subject areas will be taught with 3 credit hours including a research assignment in the second semester

Table 1 Semesters and topic courses

| Semester | Course Code                                      | Subject  |
|----------|--|--|
| 1        | <b>GH301.1</b>                                   | <b>Introduction to Global Health Security</b>  |
|          |  | Key definitions and scope  |
|          |  | Historical evolution and significance  |
|          |  | Key principles and concepts  |
|          | <b>GH301.2</b>                                   | <b>Global Health Threats and Risks</b>   |
|          |  | Identification and analysis of major health threats (e.g., infectious diseases, bioterrorism, pandemics) |
|          |  | Understanding the interconnected nature of health threats in a globalised world                          |
|          |  | Case studies of successful collaborations and challenges   |
|          | <b>GH301.3</b>                                   | <b>International Health Regulations (IHR)</b>  |
|          |  | Overview of the purpose and objectives of IHR  |
|          |  | Core capacities for surveillance, response, and public health infrastructure                             |
|          |  | IHR's role in global pandemic preparedness   |
|          | <b>GH301.4</b>                                   | <b>Surveillance and Early Warning Systems</b>  |
|          |  | Introduction to Surveillance Systems   |
|          | Global Surveillance Networks                     |  |
|          | National interests and global health cooperation |  |
| 2        | <b>GH301.5</b>                                   | <b>Biosecurity and Bioterrorism</b>  |
|          |  | Introduction to Biosecurity and bioterrorism   |
|          |  | Bioterrorism Response Planning   |
|          |  | Emerging Technologies and Biosecurity  |
|          | <b>GH301.6</b>                                   | <b>International Collaboration in Health Security</b>  |
|          |  | Multilateral Organisations in Health Security  |
|          |  | Health Security in Conflict and Post-Conflict Settings   |
|          |  | Global Health Diplomacy  |
|          | <b>GH301.7</b>                                   | <b>Research on current challenges and opportunities in Global Health Security</b>                        |
|          |  | Basic research methods   |
|          |  | Literature review  |
|          | Study designs                                    |  |
|          | Scoping literature reviews                       |  |
|          | Publication and presentation skills              |  |

### **3.6. Recommended readings.**

- World Health Organization. International health regulations (2005). World Health Organization; 2008 Dec 15.
- Global Health Security Agenda (GHSA) 2024 Framework.
- Technical Guidelines for Integrated Disease Surveillance and Response in the African Region: Third edition
- Routledge Handbook of Global Health Security 1st Edition by Simon Rushton (Editor), Jeremy Youde (Editor)

### **3.7. Career impact**

- Equipped with the knowledge and skills of global health security, you can establish a promising career as an expert in global health security agencies, public health bodies, global health institutions, and academic institutions, or work as an independent consultant.

# GLOBAL HEALTH DIPLOMACY

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Global Health Diplomacy (GHD) is the practice by which governments and non-state actors attempt to coordinate global policy solutions to improve global health.  
(PAHO)

## **4. DIPLOMA IN GLOBAL HEALTH DIPLOMACY**

### **4.1. Overview**

As health challenges increasingly transcend national borders, effective diplomacy is essential for shaping international health policies. Global Health Diplomacy focuses on the diplomatic aspects of global health, providing insights into negotiation, collaboration, and communication across diverse stakeholders. This specialisation prepares individuals to navigate the complexities of international relations and contribute to the development of global health policies that are equitable and effective.

Health Services Academy is offering a one-year postgraduate diploma in this discipline, i.e., Global Health Diplomacy, to develop a critical mass to address these challenges. This diploma is structured to make health leaders understand the basics of diplomacy and enable diplomates to understand global health. It will create a cross-breed of health and foreign policy professionals to promote health equity and security worldwide.

### **4.2. Course mission**

To develop a critical mass for understanding the intersection of international relations and public health by diving into the principles, challenges, and opportunities in navigating diplomatic channels to address global health issues.

### **4.3. Course goals**

- Understand the principles and practices of global health diplomacy in international relations.
- Equip students with the skills to navigate diplomatic challenges in global health and promote effective collaboration among nations.
- Foster an appreciation for the role of diplomacy in addressing global health inequalities and promoting health equity.
- Cultivate leadership qualities necessary for effective engagement in international health policy and diplomacy.

### **4.4. Course objectives**

- Understand the historical evolution and theoretical foundations of global health diplomacy.
- Develop diplomatic communication skills for effective negotiation and collaboration in international health contexts.



- Analyse the impact of geopolitical factors on global health and formulate strategies to address challenges diplomatically.
- Evaluate the ethical implications and cultural sensitivities in global health diplomacy.
- Apply diplomatic principles to advocate for global health policies prioritising equity and inclusivity.
- Engage with case studies to understand practical applications of global health diplomacy and policy implementation.

## 4.5. Semester-wise distribution of courses

The first semester will have four subjects/thematic areas, with two subjects of 2 credit hours, and two subjects of 3 credit hours assigned to them, as shown in Table 2. In the second semester, one subject will be taught for 2 credit hours and two subject areas will be taught with 3 credit hours including research assignment in the second semester.

Table 2 Semesters and courses

| Semester | Course Code                               | Subject   |
|----------|---|---|
| 1        | <b>GH304.1</b>                            | <b>Introduction to Global Health Diplomacy</b>                    |
|          |   | Key definitions and scope   |
|          |   | Historical evolution and significance                             |
|          |   | Key principles and concepts                                       |
|          | <b>GH304.2</b>                            | <b>Global Health Organizations</b>                                |
|          |   | Overview of major global health organisations (WHO, UNICEF, etc.) |
|          |   | Their roles in global health diplomacy                            |
|          |   | Case studies of successful collaborations and challenges          |
|          | <b>GH304.3</b>                            | <b>Global Health Governance</b>                                   |
|          |   | Interlinkages between health and foreign policy                   |
|          |   | Diplomatic tools for addressing health issues                     |
|          |   | National interests and global health cooperation                  |
| 2        | <b>GH304.4</b>                            | <b>Health and Foreign Policy</b>                                  |
|          |   | Interlinkages between health and foreign policy                   |
|          |   | Diplomatic tools for addressing health issues                     |
|          |   | National interests and global health cooperation                  |
|          | <b>GH304.5</b>                            | <b>Health Security and Diplomacy</b>                              |
|          |   | Managing global health threats (pandemics, bioterrorism)          |
|          |   | Collaborative responses to health emergencies                     |
|          | Diplomatic strategies for health security |   |

|  |                |  |
|--|----------------|--|
|  | <b>GH304.6</b> | <b>Economic Diplomacy in Health</b>  |
|  |                | The economic impact of health issues   |
|  |                | Negotiating access to medicines and technology   |
|  |                | Balancing economic interests with public health goals                                      |
|  | <b>GH304.7</b> | <b>Research on current trends, challenges and opportunities in Global Health Diplomacy</b> |
|  |                | Basic research methods   |
|  |                | Literature review  |
|  |                | Study designs  |
|  |                | Scoping literature reviews   |
|  |                | Publication and presentation skills  |

#### 4.6. Recommended readings.

- Kickbusch I, Kökény M. Health diplomacy: European perspectives. World Health Organization. Regional Office for Europe; 2017.
- Ruckert A, Labonté R, Lencucha R, Runnels V, Gagnon M. Global health diplomacy: A critical review of the literature. *Social Science & Medicine* [Internet]. 2016 Apr [cited 2023 Dec 11]; 155:61–72.
- Halabi SF, Rutschman AS. Viral Sovereignty, Vaccine Diplomacy, and Vaccine Nationalism: The Institutions of Global Vaccine Access. *Emory Int'l L. Rev.*. 2022;36:1.
- Labonté R, Gagnon ML. Framing health and foreign policy: lessons for global health diplomacy. *Globalisation and health*. 2010 Dec;6(1):1-9.
- Lee K, Kamradt-Scott A. Global health diplomacy: A conceptual review. *Global Health Governance*. 2011;5(1).
- Labonté R, Gagnon ML. Framing health and foreign policy: lessons for global health diplomacy. *Globalisation and health*. 2010 Dec;6(1):1-9.
- Kickbusch I, Liu A. Global health diplomacy—reconstructing power and governance. *The Lancet*. 2022 Jun 4;399(10341):2156-66.
- Kickbusch I, Silberschmidt G, Buss P. Global health diplomacy: the need for new perspectives, strategic approaches and skills in global health. *Bulletin of the World Health Organization*. 2007;85:230-2.

## **4.7. Career impact**

- Equipped with the knowledge and skills of global health diplomacy, you can establish a promising career as an expert in global health agencies, public health bodies, global health institutions, and academic institutions, or work as an independent consultant.

# GLOBAL HRH MIGRATION

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Migration of health professionals is at the junction of the right to mobility, right to health and right to decent work...It is about finding an acceptable compromise between the rights and obligations of migrant workers, employers and governments based on sound research findings.

(Open University)

## **5. GLOBAL HUMAN RESOURCE FOR HEALTH MIGRATION**

### **5.1. Overview**

The migration of health professionals is a global phenomenon that significantly impacts healthcare delivery and workforce dynamics. A specialised course in Health Human Resources Migration within a global health diploma framework addresses the complexities of this issue.

The Health Services Academy is offering a one-year postgraduate diploma in Global Human Resources for Health (HRH) Migration. This is a specialised course designed to provide participants with an in-depth understanding of the labour market dynamics specific to the healthcare sector. Course participants will gain insights into health workforce migration's ethical, social, and economic dimensions, enabling them to contribute to policies and practices that promote equitable access to healthcare resources worldwide.

### **5.2. Course mission**

This course explores the intricate relationship between labour supply, demand, and the global health workforce, addressing issues such as workforce shortages, the maldistribution of health professionals, and the various factors that influence health worker employment and retention.

### **5.3. Course goals**

- Develop a deep understanding of the complexities of the labour market for health workers, including factors that influence workforce dynamics.
- Equip students with the skills to critically analyse and address health workforce shortages and mal-distribution.
- Foster an awareness of the role of policies and interventions in shaping labour market outcomes.
- Prepare students for active engagement in developing and implementing effective health workforce strategies.
- Develop proficiency in conducting labour market analyses and research specific to health workers.

## 5.4. Course objectives

- Understand the dynamics of the labour market for health workers, including supply and demand forces.
- Analyse the various factors that contribute to health workforce shortages and maldistribution.
- Assess the impact of health workforce policies and interventions on labour market dynamics.
- Examine the role of education, training, and professional development in health worker employment and retention.
- Explore strategies and best practices to address labour market challenges in the healthcare sector.

## 5.5. Semester-wise distribution of courses

The first semester will have four subjects/thematic areas, with two subjects of 2 credit hours, and two subjects of 3 credit hours assigned to them, as shown in Table 2. In the second semester, one subject will be taught for 2 credit hours and two subject areas will be taught with 3 credit hours including a research assignment in the second semester.

*Table 3 Semesters and courses in global health HRH diploma*

| Semester | Course Code   | Subject   |
|----------|---|---|
| 1        | <b>GH303.1</b>  | <b>Introduction to Global Migration of Health Workers</b>   |
|          |   | Introduction to the module and its significance             |
|          |   | Understanding of global health systems                      |
|          |   | Identifying key challenges and opportunities in global HRH  |
|          | <b>GH303.2</b>  | <b>Global Health Workforce Planning</b>                     |
|          |   | Analysing health workforce needs globally.                  |
|          |   | Strategic planning for the healthcare workforce             |
|          |   | Addressing shortages and imbalances                         |
|          | <b>GH303.3</b>  | <b>Migration Policies and Regulations</b>                   |
|          |   | Global perspectives on migration policies                   |
|          |   | Understanding visa regulations for healthcare professionals |
|          |   | Ethical considerations in health migration                  |
| 2        | <b>GH303.4</b>  | <b>Diversity, Equity, and Inclusion in Global HRH</b>       |
|          |   | Promoting diversity in the healthcare workforce             |
|          |   | Addressing equity issues in health migration                |
|          |   | Inclusive leadership in a global context                    |
|          | <b>GH303.5</b>  | <b>Health Workforce Training and Development</b>            |
|          | Continuous professional development for global HRH    |   |
|          | Training for adapting to different healthcare systems |   |

|                |  |
|----------------|--|
|                | Building leadership skills in a global context   |
| <b>GH303.6</b> | <b>HRH migration: from brain drain to a planned HR export proposition</b>                  |
|                | Case studies of best practicing source countries   |
|                | Case studies of best practices in destination countries                                    |
|                | Pakistan's potential for sustainable HRH production, retention and/or planned emigration.  |
| <b>GH303.7</b> | <b>Research on current trends, challenges and opportunities in Global Health Diplomacy</b> |
|                | Basic research methods   |
|                | Iterative review   |
|                | Study designs  |
|                | Scoping literature reviews   |
|                | Publication and presentation skills  |

## 5.6. Recommended readings.

- World Health Organization. The World Health Report 2006 - Working Together for Health.
- Chen, L., Evans, T., Anand, S., Boufford, J. I., Brown, H., Chowdhury, M., Cueto, M., Dare, L., Dussault, G., & Elzinga, G. (2004). Human Resources for Health: Overcoming the Crisis.
- Dussault, G., & Franceschini, M. C. (2006). Not enough there, too many here: understanding geographical imbalances in the distribution of the health workforce
- WHO Global Code of Practice on the International Recruitment of Health Personnel
- WHO Guideline: Health Worker Migration Policy Framework for Low- and Middle-Income Countries

## 5.7. Career impact

Equipped with the knowledge and skills offered by the Global HRH Migration Diploma, you can establish a promising career as an HRH expert, health systems specialist, recruiter, regulator and academician to address global health workforce supply and demand needs.

## 6. ASSESSMENT AND EVALUATION POLICY

### 6.1. Eligibility criteria

The course is open to professionals from all academic backgrounds having a graduate degree. Considering the cross-disciplinary nature of these diplomas, applicants can be from medical, paramedical, allied health sciences or any branch of social sciences.

### 6.2. Course duration

These diploma courses are one year long divided into two semesters.

### 6.3. Academic timeline

The diploma will be divided into two semesters. The duration of one semester will include 18 weeks, which will be arranged as per Table 4. There will be an eight-week teaching and training session before and after the mid-term exam in the ninth week of each semester.

*Table 4 Academic timeline*

| Duration (in weeks) | Description of activities |
|---------------------|---------------------------|
| Week 1 – Week 8     | Teaching and training     |
| Week 9              | Mid-term exam             |
| Week 10-week 17     | Teaching and training     |
| Week 18             | Final exam                |

### 6.4. Learning methodology

The program will use various learning methods, including an interdisciplinary approach, leveraging real-world case studies, structured teachings, field visits and interactions with industry experts. These learning methods, with their descriptions, are provided in Table 5.

*Table 5 Learning Methodologies*

| S. No. | Learning Methodology       | Details   |
|--------|----------------------------|---|
| 1.     | Interdisciplinary approach | Integrates knowledge from medicine, public health, sociology, and policy. |



|    |                            |   |
|----|----------------------------|---|
| 2. | Real-world case studies    | Utilises practical scenarios for hands-on problem-solving.  |
| 3. | Interactive lectures       | Fosters active participation and encourages critical thinking.  |
| 4. | Self-directed learning     | Provides opportunities for independent learning, allowing students to explore topics at their own pace and depth. |
| 5. | Peer collaboration         | Knowledge exchange and collaborative learning among program participants.   |
| 6. | Workshops and field visits | Focuses on developing skills in HRH migration and provides firsthand exposure to diverse healthcare settings.     |
| 7. | Research components        | Covers qualitative, quantitative, and mixed-method research approaches.   |

## 6.5. Academic delivery

We will adopt various teaching methods, including interactive lectures, pre-recorded (video) lectures, case studies, and group discussions. These methods and their descriptions are provided in Table 6.

*Table 6 Methods of teaching*

| S. No. | Methods of teaching                 | Details  |
|--------|-------------------------------------|--|
| 1      | Interactive lectures                | A fundamental component for the structured delivery of essential information, theories, and insights, ensuring an engaging learning experience.                          |
| 2      | Exclusive Learning Platform (LMS)   | Utilises an exclusive platform for course materials, creating a centralised hub for resources, assignments, and communication, enhancing accessibility and organisation. |
| 3      | Video lectures                      | Enhances the visual and auditory learning experience, accommodating diverse preferences and offering flexibility in accessing course content.                            |
| 4      | Case studies                        | Implemented for applying theoretical knowledge to real-world scenarios, enhancing problem-solving skills and bridging the gap between theory and practical application.  |
| 5      | Peer learning and group discussions | Actively encourages collaborative problem-solving knowledge exchange and fosters a supportive academic community through peer learning and group discussions.            |

|   |                              |  |
|---|------------------------------|--|
| 6 | Technology integration       | Leverages technology for virtual simulations, data analysis, and telehealth applications in academic delivery, ensuring familiarity with contemporary tools relevant to global health practice.          |
| 7 | Capstone projects and thesis | Concludes with capstone projects and a comprehensive thesis, allowing students to showcase research skills and make meaningful contributions to the global health field.                                 |
| 8 | Webinar session              | Conducted in a block format to address student queries related to their respective courses. Faculty provides an overview of modules, fostering direct communication and understanding of course content. |

## 6.6. Assessment

Students will be evaluated during each course on formative and summative assessments.

## 6.7. Formative assessment

- Formative assessments will include short quizzes, tests, class and assignments, class participation, interactive discussions, practical exercises, and/or group work, depending on the course outline. These assessments will be weighted towards 10% of the total grade for the course.
- The mid-term exam will be graded for 20% of the total grade for the course. The mid-term results will be announced within a week, and the students will get to know their course progress. If students are weak in the subject, they may discuss it with the course instructor and seek additional help from the faculty.
- If a student fails the mid-term exam, they need to discuss their standing in the course with the course coordinator. The course coordinator will advise the student on coping strategies to improve the grade in the final exam.

## 6.8. Summative assessment

- For the final examination, the course coordinator will prepare two question papers in the university-approved format and submit these to the Director of the Institute in a sealed envelope. The Director will forward these papers to the University Examination Section. By random selection, the university exam section will issue the final exam question paper. The final exam will be weighted towards 70% of the total grade for the course.

- The weightage for both the internal assessment mid-term final exam will be as follows: Final Examination: 70%

## 7. ADMINISTRATIVE DETAILS

### 7.1. Fee structure

The fee schedule shown in Table 7 will be applicable to all diplomas (subject to revision with each intake). All fees are in Pakistani Rupees (PKR).

*Table 7 Fee schedule for each diploma*

| Program Category | Semester-I          | Semester-II         | Total                 |
|------------------|---------------------|---------------------|-----------------------|
| Fee per semester | PKR. 60,000         | PKR. 60,000         | PKR. 120,000/-        |
| <b>Total</b>     | <b>PKR.60,000/-</b> | <b>PKR 60,000/-</b> | <b>PKR. 120,000/-</b> |

### 7.2. Core team

For further information, please contact the core team.

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#### For admissions apply online

<https://forms.gle/rkmTy4orgexhJ1pU6>  
<https://hsa.edu.pk/global-health>

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