



UniversityHospital Heidelberg

Institute of
Public Health

MASTER OF SCIENCE IN INTERNATIONAL HEALTH

PROGRAMME HANDBOOK

Institute of Public Health
University of Heidelberg

2014-2015

University of Heidelberg
Institute of Public Health
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1. General Information

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Title of Award:	Master of Science in International Health (MSc.IH)
Mode of Attendance	Residential Track: Full-time (continuous) European Track: Part-time (intermittent)
Duration of Course	Residential Track: 12 months European Track: Up to 5 years

2. Introduction to the Institute of Public Health

Overview of the Institute

The Institute of Public Health (formerly “Department of Tropical Hygiene and Public Health”) is part of the Faculty of Medicine at University of Heidelberg.

Founded in 1386, University of Heidelberg is the oldest university in Germany. More than 30 000 students are currently enrolled, with approximately 22% of the students originating from outside of Germany.

The Faculty of Medicine, with its extended system of clinics and outpatient departments, is a national and regional center of excellence in most areas of clinical medicine and health care. The Faculty of Medicine is also well-recognized as a leading centre in research and teaching.

The Institute of Public Health was established in 1962 with a small staff of only six members. Since then, the Institute has grown steadily, reaching its current size of approximately 60 staff members, not including a varying number of visiting scholars, post doctoral fellows and doctoral students.

Although the Institute receives some core funding, a large proportion of its annual budget is supported through research grants from a variety of sources and through consultancies and projects completed on behalf of multi- and bilateral donor agencies such as the German International Cooperation (GIZ), the European Union and the German Development Bank (Kreditanstalt für Wiederaufbau - KfW).

The Mission of the Institute of Public Health is to contribute to the improvement of health, both abroad and within Germany, through research, teaching and direct service delivery.

The Institutes’ main areas of operation are (a) research and capacity building, (b) teaching at the undergraduate, postgraduate and doctoral level, including full-degree programmes and short courses, and (c) evaluation and monitoring of various health care projects.

Importance is attached to the interaction of these activities, building internal synergies and external linkages. The insights and experiences gained from one activity enhance another. For example, research results are fed immediately into lectures and insights from policy evaluations are used to design innovative research projects.

Teaching Activities of the Institute

The Institute of Public Health’s teaching activities span a broad range, from undergraduate medical school lectures to postgraduate master and doctoral level programmes.

Specifically, the Institute of Public Health actively participates in undergraduate teaching of medical students (under the Heicum curriculum), covering lectures in epidemiology, health economics, and preventative medicine, as well as other topics in the field of international public health.

At the other end of the spectrum, the Institute offers two doctoral programmes. The first involves individually supervised research, leading to the degree of Dr. med. or Dr. sc. hum. The second is a “Graduiererkolleg” programme combining both lectures and doctoral research, leading to the same degrees.

The Institute of Public Health has been a leader in Germany in providing both full degree programmes and short course at the master-level. These are described in detail in the next section.

3. Introduction to the MSc. International Health Programme

The Institute of Public Health's *MSc. in Community Health and Health Management in Developing Countries* (MScCHHMD) was one of the first masters' programmes in Germany and the first programme taught in English that focused on International Health. The Master ran successfully for over 15 years, with approximately 300 graduates of the programme.

The Institute also has a programme of master-level short courses, which has run successfully for over ten years. The short courses, which typically run over two weeks, provide professional development opportunities for International Health professionals and serve as advanced modules in the tropEd network of master's programmes in International Health.

Building on the strengths and success of the *MSc. in Community Health and Health Management in Developing Countries* and the short course programme, the Institute of Public Health instituted a new modular structure in the 2005/06 academic year and renamed their master's programme the *Master of Science in International Health* (MScIH).

The new modular structure was developed in response to student feedback and EU initiatives (the "Bologna Process") to expand post-graduate education and enhance student mobility between fields of study, universities and nations.

The modular structure formally links the master's programme to the short course programme and includes a three-month core course providing the necessary foundations in International Health, followed by a series of advanced modules dealing with advanced topics in International Health, and finally preparation of a thesis.

In the 2006/07 academic year, a two-track system for the MScIH programme was adopted. In the two track system, students choose to participate in either a one-year, full-time (continuous) residential programme where all of the coursework is completed at University of Heidelberg (called the "Residential Track") or a flexible part-time (intermittent) programme, that can be completed over a period of 5 years, which includes coursework taken at both University of Heidelberg and other tropEd partner universities (called the "European Track"). Detailed information about the requirements and structure of the two tracks is provided in the "Programme Structure" section of the Handbook.

4. MSc. in International Health: Overall Programme Objectives

The focus of our MSc. in International Health (MScIH) programme is on poverty-related health problems in low and middle income countries.

In order to make health services accessible to the people who need them most, there is a need in many developing countries to improve health policy, to make organizational structures, planning and management more efficient at all levels of the health system, and to ensure sustainable financing. The MScIH programme at University of Heidelberg was developed with these factors in mind.

The overall aim of the MScIH programme is to provide students with a solid foundation in international public health principles and to build competency in using the tools and methods necessary to initiate and run programmes that improve the health of poor populations in an efficient, sustainable and equitable way.

General Learning Objectives of the MSc. in International Health Programme

Upon successful completion of the MScIH programme, participants should be able to:

- Critically collect, analyse and appraise qualitative and quantitative data relevant for the improvement of health and health care in low and middle income societies.
- Identify and analyse interrelated determinants of health and major health problems of populations in a cross-disciplinary perspective in low- and middle income societies.

- Plan sustainable improvements of health systems considering the diverse intercultural settings as well as social and ethical responsibilities.
- Clearly communicate and work professionally in a multi-disciplinary team.

Aligned with tropEd's guidelines, 2005.

5. MSc. in International Health: Programme Structure

The MScIH is a modular programme consisting of three major parts:

Core Course ⇔ **Advanced Modules** ⇔ **Thesis**

20 credits - equivalent to 600 hours of Student Investment Time (SIT) in the European Credit Transfer System (ECTS) - must be earned in each part.

Student Investment Time includes not only formal teaching hours, but also group work, self-study and home assignments, i.e. all the time the student is expected to 'invest' in the study. The core course and advanced modules must be successfully completed before moving into the thesis module. The study and exam regulations governing the MScIH programme are given in Annex II.

As shown in Figure 1, the MScIH is offered in two tracks. Both tracks start with the same core course, have the same credit requirements, lead to the same final degree, have the same overall learning objectives and the thesis for both is completed at the University of Heidelberg. The two tracks however differ in their flexibility in view of time to reach the final oral exam and in view of the students' ability to choose the advanced modules included in their programme of study.

The Residential Track requires full-time, continuous participation in the MScIH programme. The European Track allows part-time, intermittent participation that can be compatible with ongoing professional obligations.

For the Residential Track, in order to assure successful completion of the MScIH programme within one year, students' choice of advanced modules is limited. Residential Track students must take a fixed set of six required advanced modules and are then allowed to choose one elective advanced module from among a set of possible options. With the Residential Track, all of the advanced modules are taken at University of Heidelberg.

In the European Track, students are offered the choice to take advanced modules among all those offered through the international tropEd network, including advanced modules offered in Heidelberg. Students in the European Track, however, are subject to tropEd guidelines (For details see Figure 1) and need to have their choice approved by Heidelberg.

TropEd is a network of worldwide institutions, which provide post-graduate education in International Health. TropEd's innovative approach has been the establishment of a common standard in education and training in International Health and the creation of the foundation necessary for the exchange of students and lecturers among its member institutions. Please refer to tropEd's website at www.tropEd.org for more information about the tropEd network, its member institutions and the courses offered.

Before entering the MScIH programme, students must decide which track to follow.

For a more detailed description of the two tracks please refer to Annex III.

Figure 1: Basic structure of the MScIH programme at University of Heidelberg.

Oct	Core Course: Fundamentals in International Health Taken by both Residential and European Track Students		20	
Nov				ECTS
Dec				
Jan	Residential Track	European Track		
Feb	Advanced Modules All Advanced Modules are taken in Heidelberg 6 Required Advanced Modules 1 Elective Advanced Module	Advanced Modules 10 ECTS may be taken at Heidelberg, 10 ECTS must be taken outside of Germany, 5 ECTS may be gained by distance learning (counting as HD credits)	20	
Mar				ECTS
Apr				
May				
Jun				
Jul	Thesis	Thesis		
Aug	Final Oral Exam	Final Oral Exam	20	
Sep				ECTS
	<i>Schedule for Residential Track</i>		<i>Credits Earned</i>	

Core Course: Fundamentals of International Health

The core course has to be taken by all MScIH students. It consists of 6 modules, each covering specific topics within International Health. The core course is offered once a year, starting in October. The 6 modules of the core course must be taken sequentially in the same semester.

Core Module 1: Creating a Learning Community

In this module, students become familiar with the facilities and services of the Institute and University of Heidelberg necessary for their course of study, including computer and library resources. Students are also introduced to the basic concepts of self and time management, as well as group dynamics. Lectures on the History and Scope of International Public Health help to create a common understanding of essential terms and perspectives. An orientation is also given to living in Germany and the city of Heidelberg, supporting students in their transition.

Core Module 2: Introduction to International Health and Health Systems

This module introduces students to the health systems approach which includes identification of the elements, structure, and essential services of health systems in low and middle income countries and the roles and responsibilities of various stakeholders in International Health. Students learn about major endemic infectious and non-communicable diseases and how to appraise their impact on the health of populations. Current global initiatives for eradication of disease are presented and strategies are explored which promote cooperation at the international, national and local level.

Core Module 3: Determinants of Health

Health care services are essential for treating the sick and thus make a direct contribution to the health of individuals. However, the health status of a population is determined to a large extent by factors which lie outside the direct influence of health care, such as gender, nutrition, culture, and environment. This module provides students with an overview of these determinants and reflects on the potential tools to address them. Special attention is given to medical anthropology, reproductive and infant health, the integrated management of childhood illnesses and environmental health issues.

Core Module 4: Qualitative and Quantitative Research Foundations in International Health

This module first familiarises students with quantitative research methods. Students are introduced to epidemiological thinking and the basics of biostatistics and learn how to critically appraise epidemiological findings in literature. Study design issues are discussed with the aim to enable students to write appropriate applied research proposals, to analyse determinants and/or risk factors of health and disease, or to assess

the impact of a given intervention. Special emphasis is placed on how to use research findings for better planning and management of health interventions. In addition, tutorials are offered to effectively use statistical software for data management and analysis (eg. EpiInfo).

Based on the understanding of socio-cultural factors developed in Module 3, this module then looks at qualitative research methods such as observation, interviews and focus group discussions used to study and explain a community's view on health, illness and health care seeking behaviour. Students will practise how to design, analyse and present qualitative studies. In addition, ethical issues in research are discussed.

Core Module 5: Health Policy and Economics

In this module, the relationship between health policy and the health status of a population is explored with the aim to enable students to identify policies that discriminate against certain sectors of a population, to do a stakeholder analysis, and to propose modifications that would improve access to disadvantaged population groups. Emphasis is placed on health economic principals and economic evaluation methods.

Core Module 6: Health Planning and Management

Health planning and management are central in getting improved health programmes to work. Drawing on knowledge and skills acquired throughout this core course, this final module covers the basics of organizational behaviour and communication in managing International Health systems and organisations, methods to appraise organisational performance using the fundamentals of budgeting and financial analysis, as well as methods and tools of planning, assessment, monitoring and evaluation (project cycle management). It also explores opportunities and methodologies for quality improvement initiatives within a variety of health care settings, leading students to be able to plan realizable and sustainable programmes aimed at the improvement of the health and health systems of low and middle income countries.

Advanced Modules - Residential Track

The Residential Track offers a pre-selected choice of advanced modules for those students who want to finish their studies in a concentrated manner within a one year period of time. After successful completion of the core course, Residential Track students immediately begin a series of six required advanced modules. The students then choose one elective advanced module from a set of possible choices, for a total of seven advanced modules.

The required advanced modules have been selected from the overall portfolio of the Institutes' tropEd accredited short courses with the aim to provide students with the knowledge and skills needed to work in managerial positions in International Health.

Required Advanced Modules

Mandatory courses:

- AM 1 Disease Control
- AM 2 Reproductive Health
- AM 3 Quality Improvement
- AM 4 Public Health Anthropology

To deepen their knowledge and skills further in an area related to their future intended field of work, students then select one out of the following four elective advanced modules.

Elective courses:

- AM 5 Consultancy Skills
- AM 6 Thesis week
- AM 7 Proposal Writing
- AM 8 Health Care Financing
- AM 9 Decision Making
- AM10 Disasters
- AM 11 Climate Change
- Am 12 Human Rights

All advanced modules offered by University of Heidelberg are open to students enrolled in other universities of the tropEd network, as well as health professionals wanting to update their knowledge in a given field.

Opening the advanced modules to tropEd students and health professionals provides the Residential Track students with the opportunity to be exposed to a varying broad range of experience, supporting their intercultural communicative capacity and enhancing their understanding of International Health problems and solutions.

Advanced Modules - European Track

The European Track offers flexibility in time, advanced module topic focus, and location of study. The track caters to students who want to study part-time and combine work and study. It is also ideal for students who want to be exposed to a variety of learning institutions or wish to focus on a specific area of expertise within International Health.

After successful completion of the core course, European Track students select and participate in advanced modules from the broad range of tropEd accredited courses at tropEd member institutions. In total, at least 20 ECTS of advanced modules must be successfully completed.

To qualify for the tropEd recognition certificate,

- a maximum of 10 ECTS may be gained at Heidelberg,
- a minimum of 10 ECTS have to be gained outside of Germany.
- a maximum of 5 ECTS may be earned by distance learning (counting towards Heidelberg)

The advanced module programme of study is individually selected based on the interests and needs of students. An academic mentor is assigned to each European Track student during the time of the core course to facilitate a well-balanced choice. As the courses offered by tropEd change over time, the students are not expected to finalise their choice by the end of the core, yet each course needs to be approved by Heidelberg. The student is requested to remain in contact with the academic mentor and the tropEd coordinator throughout his/ her entire study time so that the progress is monitored and students receive to assist students as necessary.

Please refer to the tropEd website for a current overview of partners and courses offered (www.tropEd.de).

Student Assessment Procedures in the Core Course and Advanced Modules

Assessment of the students' achievement of the learning objectives takes place throughout the core course and advanced modules. In general, students are not asked for rote repetition of facts, but to synthesise knowledge obtained within a given module and in progression through the modules.

Assessment methods include written in-class exams with essay-style and short-answer questions, as well as group projects, individual take-home assignments and presentations.

The core course contributes 25% towards the final grade for the MScIH programme. The weighted average of the grades of the individual advanced modules contribute to the final grade, proportional to their ECTS credit points, for a total of 25% of the final grade for the MScIH programme.

Thesis

In the final stage of the course, every student carries out a research project, under the guidance of a thesis supervisor from University of Heidelberg. (For European Track students, both an academic mentor and a thesis supervisor are assigned.)

Preparation of the thesis usually requires another 3 to 4 months of full-time study, equivalent to 20 ECTS or 600 hours of student investment time.

Options for Thesis Work

- 1) A thesis may be based on a study question and data from the student's (previous) workplace. To exercise this option, students must have:

- a) Permission to use existing data from their workplace and the data must be reliable and valid and
 - b) A reliable contact person back at their workplace who can provide additional information if needed.
- 2) A thesis may be based on an existing data set available in Heidelberg that has not been previously used by another researcher to answer a study question that is the same / similar to the student's thesis study question. These data are usually a result of research conducted by the thesis supervisor who gives the student permission to use them in the context of the student's study question.
 - 3) A thesis may be based on evidence collected through an extensive literature search, i.e. reviewing and critically analysing existing information.
 - 4) A thesis may be based on primary data collected by the student researcher during a stay in a field site. Study questions under this option are usually provided by the partner institution in the 'field'. While the thesis supervisor may support the student to identify a suitable field site, the student is expected to organize the travel and stay in the field site on his/her own.

Residential Track students begin preparatory discussions for their thesis work while taking their advanced modules and have reached a final decision on the topic and supervisor no later than the end of March. Students in the Residential Track focus exclusively on their research work from around the mid of May to mid of August (exact timing depending on choice of elective module).

Once a European Track student has completed her/his advanced modules, s/he is eligible to start the thesis and final exam process. The student is then assigned to a thesis supervisor, based on the guidance of the academic mentor.

Assessment Procedure for the Thesis

The students' theses are assessed against standard criteria by each student's thesis supervisor and a second reviewer. The final grade for the thesis is the average of these two assessments. The thesis grade contributes 25% of the final grade for the MScIH programme.

Final Oral Exam

After successful completion of all required parts of the MScIH programme under the chosen track, students must pass a final oral exam at University of Heidelberg. The final oral exam covers the learning objectives of the core course, advanced modules and the student's thesis.

Assessment Procedure for the Final Oral Exam

The performance of the students in the final oral exam is assessed by three examiners: two internal examiners and one external examiner. The final grade for the oral exam is the average of the three examiners' scores. The final oral exam contributes 25% to the final grade for the MScIH programme.

Award of the MSc. in International Health Degree

Students who successfully complete all of the requirements of the MScIH programme are awarded the Master of Science International Health from University of Heidelberg. This degree is accompanied by a diploma supplement detailing students' individual programmes of study.

Students who followed the European Track of the MScIH programme and fulfilled the tropEd requirements will also receive an additional written recognition from tropEd, confirming the standards of education and training at tropEd member institutions and tropEd's quality assurance mechanisms. For further advice on this, please contact our tropEd coordinator.

6. Teaching Methods and Learning Strategies

The lecturers and MScIH programme staff are committed to the development of a learning atmosphere that balances participatory and cooperative experiences with independent, individual studies.

A combination of approaches is used to meet the learning objectives of the programme:

- *Interactive lectures:*
to present theoretical and conceptual issues;
- *Group work, group discussion, plenary sessions:*
to enable the participants to share thoughts and ideas and thereby deepen their understanding of theories and concepts;
- *Seminars and workshops:*
to facilitate skills learning; and
- *Tutorials:*
to ensure the achievement of individual learning goals and meet individual learning needs.

While the academic staff try to keep straight lecturing to a minimum, lectures are nevertheless important because they provide orientation to a topic and allow lecturers to present the state of the art for the subject at hand. The lecturers typically also present a framework for critically dealing with the subject matter that enables participants to use the theory and concepts as models for the process of critical evaluation in self-directed study.

Students are encouraged to comment on and discuss the major points being raised during the lectures and the content and pace of the lecture is adapted according to the students' response and involvement. Small group discussions are used to encourage everyone to contribute and share their experience on defined problems. The results of the small group discussions are then presented to the rest of the class. This approach enhances sharing and cross fertilization of knowledge. We regard this cross fertilisation a major asset of a truly "international classroom" as compared to locally focussed study programmes.

Student presentation seminars give participants the opportunity to investigate topics and present their findings. They enable the students to acquire investigative experience, sharing the knowledge obtained and justifying the conclusions reached. In workshops, participants acquire extensive experience through collaborative problem-solving. Workshops typically involve simulation exercises and case studies.

Tutorials are hands-on, participatory learning exercises, introducing e.g. the use of software packages for qualitative and quantitative data management and analysis.

7. Social Programme

As participants adjust to the cultural and social environment of Germany and the City of Heidelberg and the daily demands of the MScIH programme, some questions and problems may arise. Together, with the elected student representatives, the MScIH programme staff will develop need-based solutions and activities to help participants settle in to their surroundings and the course, answer questions, and resolve problems and conflicts.

The success of the MScIH programme, however, depends on the students' own motivation and initiatives. Their ideas and input are always welcome. Please contact the MScIH course staff with your suggestions.

In addition, the University's International Office (Akademisches Auslandsamt) offers a wide range of activities especially for overseas students of the University; e.g. one-day excursions and concerts. For detailed information, please contact them at:

Akademisches Auslandsamt
office: Seminarstrasse 2
phone: 06221/545454
email: aaa@zuv.uni-heidelberg.de
Web <http://www.zuv.uni-heidelberg.de/AAA/>

8. Student Feedback Mechanisms

The Head of Institute, the Director of Teaching, the Teaching Coordinator, the tropEd Coordinator, the individual Course Coordinators, the lecturers, and course programme and administrative staff are all committed to providing the highest quality learning experience for students studying International Health at University of Heidelberg. To this end, a variety of formal and informal feedback mechanisms are made available to encourage students' input into how the MScIH programme can be improved both in the short-term, i.e. the current year's programme, and in the long-term development and running of the course.

Specifically, each year at the beginning of the core course students are asked to elect two student representatives who serve for a period of one year and represent the interests of the students as a group, and the interests of individual students upon request, in monthly feedback meetings with the MScIH programme coordination staff and as a regular member of the Institute of Public Health's Teaching Committee.

European Track students are invited to contact the student representatives as needed. There is also a tropEd student representative who can be contacted for tropEd related issues: troped.sr@googlemail.com.

All students are also encouraged to informally provide feedback by bringing their suggestions and concerns directly and immediately to the person concerned, to any MScIH programme staff member to which they feel comfortable sharing their confidences, or anonymously through the suggestion box located in room 007 in INF 365.

More formal mechanisms for feedback are also provided. Written evaluations of lectures and lecturers are collected at the end of each core course module and at the end of each advanced module. A group evaluation of the MScIH programme is also performed at the end of each academic year. European Track students, who are likely not studying in Heidelberg at the time of the annual group evaluation, are informed of the date of the group evaluation and invited to participate. If any student cannot attend the group evaluation in person, the overall course evaluation form is sent to them and they are asked to return it with their comments by email, fax or mail.

If issues arise related to the MScIH programme that cannot be (or were not satisfactorily) resolved through these processes, students may choose to submit their concern in writing to the Director of Teaching, the Head of the Institute, the Dean's Office for the Medical Faculty, the International Office (Akademisches Auslandsamt), and/or the University's Womens Representative (Frauenbeauftragte), depending on the nature of the problem.

Annex I: MScIH Admission Regulations

(English translation with additional clarification given in *italics*)

English Translation of the Admission Regulations for the MScIH Programme

Please Note: The text shown in *italics* is not part of the direct English translation of the official German Admissions Regulations. The *italicized* text is provided to clarify how the Admissions Regulations are interpreted by the International Relations Office and the Institute of Public Health of University of Heidelberg. The official German Admissions Regulations are available upon request from the MScIH Course Administrator.

Admissions Regulations of University of Heidelberg for the Non-consecutive Postgraduate Study Course Master (*of Science*) in International Health

Dated 14.02.2006

Based on §§ 63 paragraph 2, 60 paragraph 2 No. 2 and 31 paragraph 2 in connection with 29 paragraph 2 sentence 5 and 6, paragraph 5 sentence 3 of the State University Law dated January 1, 2005 (GBl. p. 1 ff.), of § 6 paragraph 4 of the University Permission Law, changed last by the law dated January 1, 2005 (GBl. p. 60) in connection with § 20 of the University Placement Regulation, dated May 12, 2005 (GBl. S. 404), the senate of University of Heidelberg has approved the following charter on 14.02.2006.

§ 1 Scope

For the postgraduate study course, Master (*of Science*) in International Health, University of Heidelberg assigns the positions available at their university in accordance with the following regulations. The positions available are stated in the Regulation for Determination of Admissions Numbers (Admissions Numbers Regulation) of the Ministry of Science.

§ 2 Deadline and Format of the Application

- (1) The application deadline (cut-off date) is April 30th of a given year.

Students wishing to be considered for scholarships through DAAD or other funding agencies should submit their application materials respecting the agencies deadlines which may be earlier than April 30th of a given year. Please contact the funding agency and the MScIH Course Administrator for more information concerning early application requirements.

- (2) The admission application must be made on the designated application form by foreign and German applicants and submitted to the Institute of Public Health Care. The following documents must be included with the application:
- a) a general university admissions degree in a relevant subject with a related general university admission, a foreign university admission qualification or an equivalent certification recognized by a responsible state office.
 - b) proof of the existence of the mentioned prerequisites as listed in § 4,
 - c) a declaration on whether the applicant has lost his/her examination rights or whether he/she is currently pursuing an examination process in a Masters Study Course in International Health or in study courses with basically the same content at a domestic or foreign university.

For a, b and c, the original documents, or certified copy, must be submitted. In addition, certified English or German translations of all documents must also be submitted. For additional information, please refer to the Application Form and Instructions.

§ 3 Beginning of Studies

Applicants for the postgraduate Masters Course in International Health will be admitted to the Winter semester.

§ 4 Preconditions for Admission

- (1) Persons who earned a medical degree (human or dental) with an above-average grade and who had at least two years of practical professional experience in the area of health care in a developing country can be admitted to the postgraduate Masters Course in International Health. Applicants with an above-average university degree in other study courses who had at least two years of professional experience in the health care area of developing countries can also be admitted. Physicians with many years of professional experience without the requested experience in foreign countries can also be admitted in justifiable exceptional cases.
- (2) Members of other professional medical groups with above-average degrees who had prepared after at least two years of professional experience for a service function in health care projects or in the area of public health care of developing countries may also be admitted in exceptional cases.
- (3) Only persons who have enough knowledge of the English language to follow the courses and to read the subject literature can be admitted. Knowledge of the English language must be verifiable by certification of the British Council or by an equivalent document.

Students for whom English is not their first language must provide evidence of a 6.5 IELTS score (or 580 TOEFL score). Exemption from this requirement may be granted to those who completed higher education in the English language.

- (4) The admissions committee decides upon the equivalence of educational qualification and qualified final degrees. Recommendations on the conference of cultural secretaries and agreements of university partnerships must be observed when recognizing foreign degrees. In questionable cases, the Zentralstelle für ausländisches Bildungswesen (ZAB) [Central Office for Foreign Education System] makes the final decision.

A first degree, generally equivalent to a Bachelor's degree awarded after 4 years of full-time study, at an accredited university is required for admissions according to the conditions set by University of Heidelberg (statement of the International Relations Office dated 24.04.2006). All applications are reviewed by the International Relations Office to ensure the applicants' first degrees qualify by University of Heidelberg standards.

§ 5 Applicant Selection

- (1) If a selection must be made due to the limited number of university positions available, in accordance with § 4, the selection of qualified applicants will be mainly based upon the proven qualifications of the first university degree and professional experience. In addition, in accordance with corresponding criteria, those applicants who have been recommended by cooperation partners have to be considered in an appropriate manner. It must also be taken into consideration that the participants at the postgraduate study courses should come from different countries.
- (2) From the list of qualified applicants, in accordance with § 4, the admissions committee makes a selection in accordance with the criteria outlined in paragraph 1 and then establishes a ranking of the applicants.

§ 6 Admissions Process

- (1) The Rector of the University makes a selection decision based upon the recommendations ranked by the admissions committee.
- (2) The admissions application will be declined, if:
 - a) the preconditions listed in § 2 and § 4 are not met, or

- b) if the applicant has lost his/her examination rights, or if he/she is currently pursuing an examination process for a Masters Course in International Health or in study courses with basically the same content at a domestic or foreign university.
- (3) However, the conditions listed in the Admissions and Enrollment Regulations of University of Heidelberg, which are generally applicable to the admissions process, will not be affected.

§ 7 Admissions Committee

- (1) The Admissions Committee for the Master (*of Science*) in International Health is responsible for the selection and admission of applicants.
- (2) The Admissions Committee includes the Head of the International Office as the Chairperson, the Dean of the Heidelberg Medical Faculty, the Director of the Institute of Public Health Care and a teaching member of the study course who will be selected by the latter.

§ 8 Taking Effect

This charter will take effect on the day of its publication.

Heidelberg, 14.02.2006 Professor Dr. Dr. h.c. Peter Hommelhoff (Rektor)

Annex II: MSciH Programme Study and Exam Regulations

(English translation with additional clarification given in *italicized* notes)

English Translation of the Study and Exam Regulations for the MSciH Programme

Please Note: The text shown in *italics* is not part of the direct English translation of the official German Study and Exam Regulations. The *italicized* text is provided to clarify how the Study and Exam Regulations are interpreted by the International Relations Office and the Institute of Public Health of University of Heidelberg. The official German Study and Exam Regulations are available upon request from the MSciH Course Administrator.

Examination Regulations of University of Heidelberg for the Masters Study Course in International Health

Dated 14.02.2006

On 14.02.2006, the Senate of University of Heidelberg has approved the following examination regulations based on § 34 of the State University Law.

The Dean has given his approval on 14.02.2006

Chapter I: General

- § 1 Purpose of the Study Course and Examination
- § 2 Masters Degree
- § 3 Standard Period of Study, Study Design, Scope of the Course Offerings
- § 4 Examination Committee
- § 5 Examiners and Assessors
- § 6 Crediting of Study Times, Study and Examination Performances
- § 7 Resignation, Absence, Exceeding of Deadlines and Deception
- § 8 Types of Examination Achievements
- § 9 Oral Examination Achievements
- § 10 Written Examination Achievements
- § 11 Grading of the Examination Achievements

Chapter II: Masters Examination

- § 12 Admissions Requirements for Masters Examination
- § 13 Admissions Process
- § 14 Scope and Type of Examination
- § 15 Masters Thesis
- § 16 Delivery and Evaluation of the Masters Thesis
- § 17 Final Oral Examination
- § 18 Passing the Examination
- § 19 Repeating the Examination, Time Limitations

§ 20 Masters Grade Book and Certificate

Chapter III: Final Conditions

§ 21 Nullity of Examinations

§ 22 Inspection of the Examination Files

§ 23 Taking Effect

Chapter I: General

§ 1 Purpose of the Study Course and Examination

- (1) The objective of the postgraduate study course is to train physicians and other persons with a university degree who have worked for some time in the area of public health for the special requirements in concept development, planning and implementation in health care and in international development cooperation.
- (2) The Masters Course in International Health can be completed with the title "Master of Science in International Health".
- (3) The examination for the "Master of Science in International Health" shall demonstrate the required knowledge and capabilities in the area of public health planning, health care, and international development cooperation. It is also intended to find out whether the students have the capabilities to apply the in-depth scientific methods and knowledge of their subject and to work independently in accordance with scientific principles.
- (4) Admission to the study course is covered by a separate admissions regulation.

The Admission Regulation for the MScIH programme is included in Annex I.

§ 2 Masters Degree

University of Heidelberg awards the academic degree of "Master of Science" (MSc.) in International Health after the successful completion of the final oral examination.

§ 3 Standard Period of Study, Study Design, Scope of the Course Offerings

- (1) The average period of study is four semesters. This includes the time for the Masters examination. It also includes the time for the generation of the thesis.

Residential Track students complete their studies over a period of one year.

European Track students complete their studies over a period of up to five years.

- (2) The total scope for successful completion of the required courses is equivalent to 60 ECTS.

ECTS = European Credit Transfer System. 60 ECTS is equivalent to 1 800 hours of Student Investment Time.

- (3) 20 of the 60 ECTS are related to the core course; 20 for the advanced modules and 20 for the work on the thesis. The advanced modules can be completed consecutively in Heidelberg (Residential Track) or must be achieved by attending at least 2 different European universities which are a part of the TropEd Network (European Track).
- (4) The beginning and end of the postgraduate studies and the time for instruction and field research do not follow the semester plan. The beginning of the study time is the first day of instruction for the core course and the end is the delivery day of the thesis.

Please contact the MScIH Course Administrator for the course schedule.

- (5) The length of study for the core course is 13.4 weeks total. The core course should be completed at the beginning of the course of studies. An advanced module can be completed before the core course only in exceptional cases. The core course must then be started within a year.

§ 4 Examination Committee

- (1) An examination committee will be assigned for the organization of the examinations and for the tasks resulting from this examination regulation. It consists of three members of University of Heidelberg; at least two of the members must be professors. Each member of the examination committee will be assigned by the faculty council for a five year period. The committee elects a chairperson and a deputy from their members. The chairperson and the deputy must be professors.
- (2) The examination committee ensures that the conditions of the examination regulations will be observed. The committee ensures that the activity confirms and subject examinations are acquired and completed during the timeframe specified by these examination regulations. The committee reports frequently to the expanded faculty council regarding development of the examinations and study course times, the actual processing time for the theses, the distribution of subjects and total grades, and gives recommendations for further development of the study plan and examination regulations. The report must be published in an appropriate manner. The examination committee can be contacted for all questions regarding examinations.
- (3) The chairperson conducts the business of the examination committee, prepares meetings, leads the meetings and decides if the votes are equal.
- (4) The examination committee can assign additional tasks of the examination committee to the chairperson if not prohibited by law. The assignments are revocable. The examination committee must be frequently informed regarding their completion.
- (5) Members of the examination committee have the right to be present during the examinations.
- (6) Members of the examination committee and examiners must conform to formal secrecy requirements. They must be committed to secrecy by the chairperson if they are not part of the civil service.
- (7) Negative decisions by the examination committee or the chairperson has to be communicated immediately in writing to the examinee with justification and must include information on legal remedies.

§ 5 Examiners and Assessors

- (1) Only professors, university and private lecturers, as well as scientific employees who have been assigned examination responsibilities by the faculty council after many years of successful teaching are normally authorized to conduct the examinations which are conducted (not in support of the studies) in connection with individual courses. Scientific assistants, scientific employees, assistant lecturers and teaching staff for special tasks can only be asked to conduct examinations if not enough responsible examiners are available. The position of external examiners should be comparable to German professors and university and private lecturers.
- (2) The examination committee assigns the examiners. Examiners will be assigned for a period of three years; examiners for the written examination will be assigned for each examination date. Repeated assignments are possible.
- (3) An examinee can propose an examiner for their final oral examination, but it does not establish a legal right to a certain examiner.
- (4) The chairperson of the examination committee will make sure that the names of the examiners are given to the examinee in a timely manner.
- (5) One of the three examiners who conduct an oral examination must be a member of an external university.

§ 6 Crediting of Study Times, Study and Examination Performances

- (1) Study times, study performances and examination performances that have been achieved at a German university or an equivalent college will be recognized if equivalence is determined. Equivalence exists if study times, study performances and examination performances are equivalent to that of the Master

Course in International Health at University of Heidelberg with respect to content, scope and requirements. This should be determined by a comprehensive analysis and not only by a schematic comparison.

- (2) Equivalence agreements approved by a conference of cultural secretaries and university deans and an agreement of the university partnerships must be taken into consideration for the recognition of study times, study performances and examination performances which were achieved outside Germany.
- (3) Paragraph 1 is also applicable to study times, study performances and examination performances which were achieved in state approved distance learning programmes and other teaching institutions, especially state or state approved universities of cooperative educations.
- (4) Grades must be assumed if the grading systems are comparable and if study and examination performances are recognized and should be included in the determination of the total grade in accordance with the examination regulations. The note "passed" should be entered if the grading systems are not comparable. It is permissible to identify this recognition on the report card.
- (5) The examination committee makes decisions in accordance with paragraph 1 through 4. Students have to provide the required documents for recognition.

§ 7 Resignation, Absence, Exceeding of Deadlines and Deception

- (1) An examination performance will be graded "inadequate" (5.0) if the examinee misses an examination date without good reason or if s/he resigns without good reason after the start of the examination. The same applies if a written examination performance is not completed within the specified timeframe.
- (2) The reasons provided for the resignation or the absence in accordance with paragraph 1 must be immediately forwarded and accredited in writing to the examination committee. A medical certificate must be provided if the examinee is ill or if a child whom the examinee is solely responsible for is ill. A certification by a physician selected by the university can be requested when in doubt. A new date will be scheduled if the reasons are acceptable. Existing examination results must be included in this case.
- (3) The examination committee must observe the timeframes of § 3 paragraph 2 and § 6 paragraph 1 of the protection law for mothers and the regulations of § 50 paragraph 9 and 10 of the university law in its decision on whether the reasons for exceeding a deadline for registration, the taking of examinations as well as registration and submission of the thesis by the examinee are acceptable.
- (4) The affected examination performance will be graded as "inadequate" (5.0) if the examinee tries to influence the result of the examination performance by deception or using resources that are not allowed. An examinee can be excluded by the supervising person from continuing their examination performance if s/he disrupts the examination. In this case, the affected examination performance will be graded as "inadequate" (5.0). In severe cases, the examination committee can exclude the examinee from other examination performances.
- (5) The examinee can request within a week that the examination committee reviews decisions in accordance with paragraph 4 sentence 1 and 2. Negative decisions have to be communicated immediately in writing to the examinee with justification and information on legal remedies.

§ 8 Types of Examination Achievements

- (1) Examination performances are:
 1. Oral examinations
 2. Written examinations
 3. Theses
- (2) The examination committee can allow the examinee to deliver equivalent examination performances in a different form if the examinee can prove by medical certification that he/she is not capable of delivering

the examination performance completely or in part in its designated form due to long lasting or permanent bodily disability. The same is valid for study performances.

§ 9 Oral Examination Achievements

- (1) The examinee must demonstrate during oral examinations that the context of the examination area has been grasped and that special questions can be put into context. It must also be determined whether the examinee has a basic knowledge on the study course and a more in-depth knowledge of the limited subjects of the examination field.
- (2) Oral examination performances that are not supported by the study course are normally taken in front of three examiners.
- (3) The duration of the oral examination performance is between 30 and 60 minutes.
- (4) The major subjects and the results of the oral examination performances have to be documented in a protocol. The result must be communicated to the examinee immediately after the oral examination performance.
- (5) Students who want to take the same subject examination at a later date can be allowed to participate as spectators if available space permits. Participation does not include the discussions and communication of the examination results. The public must be excluded when requested by the examinee or for other important reasons.

§ 10 Written Examination Achievements

- (1) The examinee shall prove in the written examination performances that he/she can identify a problem and find a solution with limited time and limited resources and with the normal methods of the study subject.
- (2) Written examination performances, which are administered in connection with individual courses, can normally be graded by two examiners. The grade is the result of the arithmetic means of the individual grades. The grading process must not exceed four weeks.
- (3) The allowed time for test papers is between 60 and 180 minutes.
- (4) If a written examination performance is delivered in the form of a term paper it must be developed under examination conditions. This means that the examinee has to provide a declaration in accordance with § 16 paragraph 3.

§ 11 Grading of the Examination Achievements

- (1) The grade for individual examination performances will be determined by the respective examiners. The following grading scale must be used:

1 =	excellent	=	an outstanding performance;
2 =	good	=	a performance significantly above average requirements;
3 =	satisfactory	=	a performance equivalent to average requirements;
4 =	pass	=	a performance that met the requirements despite shortcomings;
5 =	inadequate	=	a performance that does not meet requirements due to significant shortcomings

Intermediate grades can be used for differentiated grading of the examination performance by decreasing or increasing the individual grades by 0.3. Grades at 0.7 and intermediate grades above 4.0 are excluded.

- (2) Performance results prove the successful participation in the core course and advanced modules. The thesis and the final oral examination are included with different weight on the overall grade for the programme.

Core course and advanced modules 50 %

(the weighted average of the grades of the individual advanced modules contribute proportional to their ECTS credit points)

Final Paper 25 %

Oral Examination 25 %

- (3) Only one decimal place will be considered in determining the subject grade for the final oral examination, the grade for the thesis and the overall grade for the programme. All other decimal points are eliminated. The overall grade for a passed examination is:

for an average of up to 1.5 excellent

for an average of 1.6 to 2.5 good

for an average of 2.6 to 3.5 satisfactory

for an average of 3.6 to 4.0 pass

- (4) In accordance with the German system, students who have completed the examination performance successfully receive, in addition to their final grade, a relative grade in accordance with the following grading scale:

A the best 10 %

B the next 25 %

C the next 30 %

D the next 25 %

E the next 10 %

Depending upon the size of the student population in the final year, at least two previous years must be included, in addition to the final year, as the basis for the calculation of the relative grade. The ECTS grade is mandatory as a supplement for the final degrees. It can be shown for individual modules – if this is possible and if this is required.

Chapter II: Masters Examination

§ 12 Admissions Requirements for Masters Examination

Only certain persons can be admitted to the final oral examination, those who:

1. Have the general university admissions degree of a relevant subject, related general university admission or an equivalent certification, which is recognized by a legal provision or by a responsible state office,

2. Are enrolled in the Master's Course in International Health at University of Heidelberg,
3. Have not lost their examination claim for the Master's Course in International Health.

The following certifications have to be submitted for admission to the thesis:

4. Successfully completed the core course with a scope of 20 ECTS and
5. Successfully completed advanced modules with a scope of 20 ECTS.

Residential and European Track students must meet the requirements of their chosen Track for the advanced modules to be completed.

A thesis with a grade of at least "pass" is a prerequisite for admission to the final oral examination.

§ 13 Admissions Process

- (1) The application for admission to the final oral exam must be directed in writing to the chairperson of the examination committee. The following must be included with the application:
 1. Proof of the existence of the admissions prerequisites as listed in § 12,
 2. A declaration on whether the examinee has failed to pass a final oral examination in the Master's Course in International Health, or if s/he is currently involved in an examination for this study course.
- (2) The examination committee can allow proof to be provided in a different form if the examinee cannot provide the required proof in the regulated form.
- (3) The examination committee's admission decision is based upon the application. Rejection must be communicated in writing with justification and must include information on legal remedies.
- (4) The admissions application can only be turned down if:
 1. The requirements in accordance with § 12 are not met, or
 2. If the documents in accordance with paragraph 1 are incomplete and have not been completed despite request, or
 3. If the examinee has failed to pass the final oral examination in the Master's Course in International Health or has ultimately lost his/her examination rights, or
 4. If the examinee is in the actual examination process for this study course.

§ 14 Scope and Type of Examination

- (1) The Masters course examination consists of:
 1. Successful participation in the core course and advanced modules
 2. Written thesis
 3. Oral final examination.
- (2) Examinations in paragraph 1 No. 1 will be completed in the respective courses and are performed either written or orally. The type and duration of the examination performance is determined by the study coordinator and will be published by the latest at the beginning of the course.

§ 15 Thesis

- (1) The thesis should demonstrate that the examinee is capable of working through a problem in the health planning area, a health care area, or an international development cooperation area by following scientific methods within a specified time frame. The work should normally be based on empirically collected data which are obtained within a two month research phase.
- (2) The thesis can be issued and sponsored by any responsible examiner on the subject of International Health and in accordance with § 5 paragraph 1 sentence 1.
- (3) The subject of the thesis will be specified by the thesis supervisor. The chairperson of the examination committee will ensure, when requested, that the examinee receives a subject for the thesis. The examinee must have the opportunity to propose a subject, but this does not constitute a legal right. The chairperson of the examination committee will issue the subject. The date of the issuance must be recorded.
- (4) The time from the issuance of the subject until submission is four months. In exceptional cases the examination committee, in cooperation with the sponsor, can extend the deadline for up to two months. The paper will be graded "inadequate" (5.0) if the processing deadline is not met, except if the examinee is not responsible for the violation of the deadline.
- (5) Subject, problem and scope of the thesis should be limited in such a way that the deadline for the work can be met. The subject can be declined only once and only within the first two months of the processing time.

§ 16 Delivery and Evaluation of the Thesis

- (1) Four copies of the thesis (three bound and one unbound) must be delivered to the examination committee on time; the delivery date must be recorded. The paper should include a summary.
- (2) The paper must be delivered in English. The examination committee can also permit other official European Union languages if it is requested in a written application and delivered at the latest during the issuance of the subject.
- (3) When delivering the thesis, the examinee must certify in writing that he/she created the thesis her/himself and that no other sources other than those listed were used as resources.
- (4) The thesis will be graded by two examiners; one of the examiners must be a professor. The first examiner must be the supervisor of the paper. The grading process must not exceed four weeks.
- (5) The grade represents the arithmetic average of both individual grades; § 11 is applicable. The examination committee will assign a third examiner if one of the grades is "inadequate" (5.0). The examination committee can also assign a third examiner if the grade for the paper differs by more than one grade. The paper has passed if two examiners grade it at least with a "pass" (4.0). The grade is established by calculating the average of the two better grades. The examination committee can also decide to assign an external examiner as the third examiner.
- (6) The thesis can be repeated on a different subject if the thesis has been graded "inadequate". An application for a repeat must be made within six months after the publication of the result. If the deadline is not met, the thesis will be seen as a final "not passed".
- (7) The examination committee may allow reuse of the existing data if the thesis was graded "inadequate" for reasons that are neither based on inadequate methods nor inadequate execution of the field research. In this case, an updated version of the thesis can be submitted within two weeks. The examination committee may approve a longer timeframe. A special application for a repeat must not be made. A second repeat is not permitted.

§ 17 Final Oral Examination

- (1) The final oral examination should demonstrate that the examinee has grasped the context of the examination area and that special questions can be put into context. It must also be determined whether the examinee has a broad basic knowledge and a more in-depth knowledge of the limited subjects of the examination field.
- (2) The final oral examination is conducted by three examiners. The examinee has the right to recommend a certain examiner, but this does not constitute a legal right. The chairperson of the examination committee will make sure that the names of the examiners are given to the examinee in a timely manner.
- (3) The final oral examination must be conducted at the latest eight weeks after the delivery of the thesis. The final oral examination will be graded "inadequate" (5.0) if the processing deadline is not met, except if the examinee is not responsible for the violation of the deadline.
- (4) The subject of the oral examination is the content of the core course, all completed advanced modules and the subject area of the thesis.
- (5) The duration of the oral final examination is approximately 30 minutes. The examination will be conducted in English. The examination committee can also permit other official European Union languages if this is requested in a written application.
- (6) Grading of the examination performance is in accordance with § 11. The examination has been successfully passed if three examiners grade it with at least a "pass" (4.0). The average grade is used as the grade if the grades differ from each other.
- (7) The major subjects and results of the final oral examination performance must be documented in a protocol. The results must be communicated to the examinee immediately after the examination performance.

§ 18 Passing the Examinations

- (1) The Master's Course in International Health is successfully passed if all examination performances are graded with at least a "pass" (4.0).
- (2) Calculation of the overall grade is in accordance with § 11 paragraph 2.
- (3) Examination results will be recorded and signed by the chairperson of the examination committee and the external examiner and then will be forwarded to the dean.

§ 19 Repeating the Examinations, Time Limitations

- (1) Examination performances that are not successfully passed or are viewed as unsuccessful can be repeated once. Failed tests at other universities are counted.
- (2) A successfully passed examination performance cannot be repeated.
- (3) The application for a repeat must be made within six months after the publication of the failed examination. The right to an examination expires after this timeframe, except if the examinee is not responsible for the missed deadline.
- (4) The chairperson of the examination committee gives the examinee a written decision including legal remedies if the examinee has failed to pass an examination. The decision includes information on whether and how the subject examination can be repeated.
- (5) The chairperson will issue a written decision including legal remedies if the Master's Course in International Health is permanently failed or is viewed as permanently failed. Based upon an application, appropriate proof and the ex-matriculation certification, a certification will be issued, which includes the completed examination performances and their grades as well as the missing examination performances for the Master's Course, which will indicate that the Master's Course has not been passed successfully.

§ 20 Transcript and Degree Certificate

- (1) A transcript for the successfully passed Master's Course in International Health will be issued in both German and English within four weeks, which will include the identification of the core course and individual advanced modules and the grades achieved as well as the associated Credit Points, the subject and grade of the thesis and the overall grade for the programme. The transcript contains the date of the last examination performance and must be signed by the chairperson of the examination committee.
- (2) A "Diploma Supplement" will be issued in addition to the transcript. This includes additional information regarding the study contents and the study characteristics, specifically identifying the individual advanced modules noting the performance and Credit Points achieved.
- (3) At the same time a degree certificate will be issued in both German and English along with the transcript. This will include the transcript date. It will certify the granting of the academic degree of "Master of Science" in International Health. The certificate will be signed by the dean of the medical faculty of University of Heidelberg and by the chairperson of the examination committee.
- (4) Based upon the decision of the examination committee, examinees with excellent overall grades can receive an additional written commendation (Mark of Distinction).

Chapter III: Final Conditions

§ 21 Nullity of Examinations

- (1) The examination committee can retroactively adjust grades for an examination performance if deception was used and will therefore declare the examination as "not passed" either in part or wholly if the examinee has used deception during an examination performance and this fact is detected only after the issuance of the transcript.
- (2) If preconditions for the admission to an examination were not met and if the examinee did not intend to deceive regarding this matter, and if this fact is only discovered after the issuance of the transcript, then the fault is viewed as resolved by a successful passing of the examination. The examination committee decides if the admission was intentionally obtained by wrong information.
- (3) The examinee should have the opportunity to comment before a decision is reached.
- (4) An incorrect transcript must be revoked and, if necessary, a new one will be issued. In addition to the incorrect transcript, the associated degree certificate must also be revoked if the examination was declared "not passed" due to deception. A decision in accordance with paragraph 1 and paragraph 2 sentence 2 is limited to a timeframe of five years after the date of the transcript.

§ 22 Inspection of the Examination Files

After completion of the examinations and submission of a written application, the examinee has the right to inspect the examination files. The application must be delivered within two weeks after the publication of the examination results. The chairperson of the examination committee will determine the time and place of the inspection.

**Annex III: Residential Track Programme of Study
European Track Programme of Study**

MSciH Residential Track Programme of Study

The lecturers and programme staff of the Institute of Public Health of University of Heidelberg are committed to the development of a learning atmosphere that balances participatory and cooperative experiences with independent, individual studies.

TEACHING METHODS:

A combination of approaches is used to meet the learning objectives of the MSc. in International Health programme:

- Interactive lectures – to present theoretical and conceptual issues;
- Group work, group discussion, plenary sessions – to enable the participants to share thoughts and ideas and thereby deepen their understanding of theories and concepts;
- Workshops and seminars – to facilitate skills learning;
- Tutorials – to ensure the achievement of individual learning goals and meet individual learning needs.

Although all of these didactic methods are used in the Core Course and Advanced Modules, in general, there is a greater focus on group work and workshops in the Advanced Modules.

Title of Study Section	Learning Objectives
<p>Core Course</p> <p>Fundamentals of International Health (includes 6 modules)</p>	<p>At the end of the Core Course, students should be able to:</p> <ul style="list-style-type: none"> • Understand the basic concepts of group dynamics and be able to apply them effectively when working in teams; • Practice principles of self and time management; • Identify and appraise the impact of endemic infectious and non-communicable diseases in their own country and in other countries of low and middle income; • Identify and appraise the use of various laboratory tests for diagnosis of endemic diseases in low and middle income countries; • Describe the impact of disease burden on an individual's quality of life; • Discuss the health challenges faced by individuals at different stages of life and within diverse and evolving community structures; • Identify issues specifically related to reproductive health and infant morbidity and mortality in low and middle income countries; • Discuss the role of proper nutrition in preventing diseases and in maintaining health; • Explain the health impact of exposure to biological and chemical agents and of air, water and noise pollution; • Identify current global initiatives for control of disease; • Discuss the principles of medical anthropology; • Explain how a group's culture influences their health status and health behaviors; • Develop a research proposal and carry out qualitative research on International Health related questions; • Design research programmes with appropriate sensitivity to the target community and with adequate protection for the human subjects involved; • Write reports of qualitative research findings and present these to an audience using effective methods of presentation; • Develop a proposal and carry out quantitative research on International Health related questions – from identification of research topics, formulation of hypotheses, data collection and management, and analysis and dissemination of results; • Identify potential sources of bias in International Health investigations and choose appropriate study designs; • Select and use statistical tests appropriate to collected data and use computers and statistical software for data management and analysis (e.g., EpiInfo);

	<ul style="list-style-type: none"> • Design, validate and implement new survey instruments for evaluation of International Health programmes; • Use research findings for better planning and management of health systems in low and middle income countries; • Discuss historical perspectives in International Health; • Identify the elements, structure, and essential services of health systems in low and middle income countries; • Analyze the impact of political and economic factors on the health status of individuals and populations; • Discuss the roles and responsibilities of various stakeholders in health and explore strategies to promote cooperation at the international, national and local levels; • Explain the relationship between health policy and the health status of a population and identify major stakeholders in policy development for low and middle income countries; • Evaluate existing health policies in regards to equity in access to health services; • Explain basic health economic principles and demonstrate an understanding of more complex economic concepts and evaluation methods; • Discuss the fundamental concepts of health care financing and identify situations where it is appropriate to use market-based systems and where it is appropriate to use public/collective systems to provide health care services; • Apply the basic tools of organizational behaviour and communication in managing health systems and organizations; • Appraise organisational performance using the fundamentals of budgeting and financial analysis; • Identify opportunities and methodologies for quality improvement initiatives within a variety of health care settings; • Demonstrate the ability to integrate the curriculum presented in the core course in order to plan realisable and sustainable programmes aimed at the improvement of the health and health systems of low and middle income countries.
<p>1. Required Advanced Module</p> <p>Disease Control: Policies and Strategies</p>	<p>At the end of the module participants should be able to:</p> <ul style="list-style-type: none"> • Explain the composition, distribution, determinants and future projections of the global and regional burden of disease; • Judge the role of surveillance in disease control; • Explain the differences between control of diseases and eradication of diseases; • Understand the salient principles of disease control including the concept of Primary Health Care, the benefits of inter-sectoral collaboration and multi-disciplinary approaches, and the importance of community participation; • Critically apply the different concepts of health promotion and disease control; • Analyse the role of formal and informal health services in disease control.
<p>2. Required Advanced Module</p> <p>Financing Health Care – Principles of Insurance</p>	<p>At the end of the module participants should be able to:</p> <ul style="list-style-type: none"> • Describe the basic tools used in development and assessment of financing mechanisms and critically analyze the advantages and weaknesses of these tools; • Critically analyze the roles of the public and private sector in health financing in different contexts; • Compare and analyze the basic features of health financing mechanisms in developing countries and in developed countries; • Design a scheme of health financing based on current theories and case study examples.

<p>3. Required Advanced Module</p> <p>Global Challenges in Reproductive Health: Evidence and Tools for Programme Implementation</p>	<p>At the end of the module participants should be able to:</p> <ul style="list-style-type: none"> • To analyse Sexual and Reproductive Health (SRH) policy in its historical context • To critically assess the global challenges through the evaluation of evidence from RH programmes and policies • To apply the tools required for reproductive health programme implementation • To critically discuss neglected topics of the reproductive health agenda
<p>4. Required Advanced Module</p> <p>Leadership and Change Management</p>	<p>The overall objective of this module is to explore advanced topics in leadership as it pertains to change management in dynamic health care environments found in low and middle income countries. Specifically, upon completion of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Critically discuss different leadership styles and their components • Identify cultural and global aspects of leadership • Identify the internal and external drivers of change for health care organisations, • Assess organisational barriers to change, and • Plan organisational change strategies, while ensuring essential services are maintained.
<p>5. Required Advanced Module</p> <p>Improving the Quality of Health Services</p>	<p>At the end of the module participants should be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the principles of improving and assuring quality in health care systems and services globally and locally; • Describe a global overview of quality management activities in different regions of the world with different stakeholders; • Understand trends of quality promotion and evaluation models in Europe and critically analyse their transferability; • Describe the basic principles and processes for evaluating health services' quality including accreditation, certification and licensing; • Describe key aspects of implementing quality management within an organization or in a national health system including strategic management of change; • Apply relevant theories and tools to an identified quality issue within a specific area.
<p>6. Required Advanced Module</p> <p>Consultancy Skills: Evaluation of Health Facilities, Projects and Programmes</p>	<p>At the end of the module participants should be able to:</p> <ul style="list-style-type: none"> • Describe basic principles and processes for evaluation of health facilities, projects and programmes • Identify, adapt and use tools within an evaluation • Apply the principles of effective writing in evaluations • Write an evaluation report for an identified recipient • Use team building and team management skills • Use the analysis of personal skills to develop a consultancy career plan
<p>7 a Elective Advanced Module</p> <p>Proposal Writing as a Consultancy Skill</p> <p><i>(Students must choose one elective advanced module)</i></p>	<p>At the end of the module participants should be able to:</p> <ul style="list-style-type: none"> • Develop and write a project proposal targeting international donors; • Describe the health sector of the country in which the proposal will be developed; • Describe different approaches to planning; • Define and apply the principles of effective writing of a project proposal; • Describe the principles of assessment and evaluation of proposals.
<p>7 b Elective Advanced Module</p> <p>Decision Making in Public Health: Evidence, Politics or Diplomacy?</p> <p><i>(Students must choose one elective advanced module)</i></p>	<p>At the end of the course, students should be able</p> <ul style="list-style-type: none"> • to develop evidence-informed concepts and define the advantages of this approach compared to other approaches • to critically discuss the different approaches for defining health policies (evidence-informed, driven by political arguments or by diplomacy) <p>In order to reach these overall objectives, students will learn</p> <ul style="list-style-type: none"> • to develop pertinent evidence-informed decisions on a given problem in the field of health,

	<p>including prioritisation of information, critical appraisal and synthesis of information</p> <ul style="list-style-type: none"> to identify different approaches for health policy decisions to identify and involve stakeholders influencing health research, policy and practice to develop strategies to influence decision making based on evidence
<p>7 c Elective Advanced Module</p> <p>Public Health and Disasters</p> <p><i>(Students must choose one elective advanced module)</i></p>	<p>At the end of the module participants should be able to:</p> <ul style="list-style-type: none"> explain the health and health systems impacts of disasters explain the importance of addressing gender based violence and mental health impacts differentiate between natural disasters and complex emergencies in terms of health impacts and needs apply rapid needs assessment methods and prioritization in disaster situations use strategic and operational planning and health management tools in disasters apply epidemiological methods in disaster situations explain the driving forces and determinants of inter-agency coordination in the field develop a concept for development-oriented humanitarian aid and mainstreaming preparedness in development policies identify methods for quality assurance and minimum standard setting in humanitarian aid handle socio-cultural aspects in the field appropriately
<p>7 d Elective Advanced Module</p> <p>Climate Change and Health: Impact and Adaptation policies</p> <p><i>(Students must choose one elective advanced module)</i></p>	<p>At the end of the module participants should be able to:</p> <ul style="list-style-type: none"> Discuss and describe the physico-chemical basis of anthropogenic climate change and its dynamics; Describe the links between climate change and health impacts; Identify effective methods to assess impacts of climate change on human health Evaluate mitigation and adaptation policies Apply the concepts, methods and tools within a country or region in the form of a case study (synthesis).

Title of Study Section	Learning Objectives
Thesis Preparation	<p>At the end of the thesis preparation, students should have demonstrated their ability to:</p> <ul style="list-style-type: none"> Plan and manage an independent research project, under the tutelage of their supervisor, in which s/he collects and analyses information concerning a specific health (service) problem; Use operational research in health planning and management; Disseminate their research in a professional manner through written presentation.
Final Oral Examination	<p>At the end of the final oral exam, students should have demonstrated their ability to:</p> <ul style="list-style-type: none"> Synthesise and apply the knowledge acquired in the core course, advanced modules and thesis preparation; Present and defend their research design and conclusions in a professional manner;

The final grade for the programme of study is determined by:

1. Core Course	25 %
2. Advanced Modules	25 %
3. Thesis	25 %
4. Final Oral Examination	25 %

Please refer to the Exam Regulations for further information on grading.

MSciH European Track Programme of Study

The lecturers and programme staff of the Institute of Public Health of University of Heidelberg are committed to the development of a learning atmosphere that balances participatory and cooperative experiences with independent, individual studies.

TEACHING METHODS:

A combination of approaches is used to meet the learning objectives of the MSc. in International Health programme:

- Interactive lectures – to present theoretical and conceptual issues;
- Group work, group discussion, plenary sessions – to enable the participants to share thoughts and ideas and thereby deepen their understanding of theories and concepts;
- Workshops and seminars – to facilitate skills learning;
- Tutorials – to ensure the achievement of individual learning goals and meet individual learning needs.

Although all of these didactic methods are used in the Core Course and Advanced Modules, in general, there is a greater focus on group work and workshops in the Advanced Modules. Advanced Modules at other institutions may vary greatly in their set up from Heidelberg courses (lecture/individual study time etc.).

Title of Study Section	Learning Objectives
<p>Core Course</p> <p>Fundamentals of International Health (includes 6 modules)</p>	<p>At the end of the Core Course, students should be able to:</p> <ul style="list-style-type: none"> • Understand the basic concepts of group dynamics and be able to apply them effectively when working in teams; • Practice principles of self and time management; • Identify and appraise the impact of endemic infectious and non-communicable diseases in their own country and in other countries of low and middle income; • Identify and appraise the use of various laboratory tests for diagnosis of endemic diseases in low and middle income countries; • Describe the impact of disease burden on an individual's quality of life; • Discuss the health challenges faced by individuals at different stages of life and within diverse and evolving community structures; • Identify issues specifically related to reproductive health and infant morbidity and mortality in low and middle income countries; • Discuss the role of proper nutrition in preventing diseases and in maintaining health; • Explain the health impact of exposure to biological and chemical agents and of air, water and noise pollution; • Identify current global initiatives for control of disease; • Discuss the principles of medical anthropology; • Explain how a group's culture influences their health status and health behaviors; • Develop a research proposal and carry out qualitative research on International Health related questions; • Design research programmes with appropriate sensitivity to the target community and with adequate protection for the human subjects involved; • Write reports of qualitative research findings and present these to an audience using effective methods of presentation; • Develop a proposal and carry out quantitative research on International Health related questions – from identification of research topics, formulation of hypotheses, data collection and management, and analysis and dissemination of results; • Identify potential sources of bias in International Health investigations and choose appropriate study designs; • Select and use statistical tests appropriate to collected data and use computers and statistical software for data management and analysis (e.g., EpiInfo);

	<ul style="list-style-type: none"> • Design, validate and implement new survey instruments for evaluation of International Health programmes; • Use research findings for better planning and management of health systems in low and middle income countries; • Discuss historical perspectives in International Health; • Identify the elements, structure, and essential services of health systems in low and middle income countries; • Analyze the impact of political and economic factors on the health status of individuals and populations; • Discuss the roles and responsibilities of various stakeholders in health and explore strategies to promote cooperation at the international, national and local levels; • Explain the relationship between health policy and the health status of a population and identify major stakeholders in policy development for low and middle income countries; • Evaluate existing health policies in regards to equity in access to health services; • Explain basic health economic principles and demonstrate an understanding of more complex economic concepts and evaluation methods; • Discuss the fundamental concepts of health care financing and identify situations where it is appropriate to use market-based systems and where it is appropriate to use public/collective systems to provide health care services; • Apply the basic tools of organizational behaviour and communication in managing health systems and organizations; • Appraise organizational performance using the fundamentals of budgeting and financial analysis; • Identify opportunities and methodologies for quality improvement initiatives within a variety of health care settings; • Demonstrate the ability to integrate the curriculum presented in the core course in order to plan realizable and sustainable programmes aimed at the improvement of the health and health systems of low and middle income countries
Advanced Modules	<p>The specific learning objectives depend on the advanced modules selected.</p> <p>Please note: European Track students are not required to take any advanced modules in Heidelberg, but are welcome to do so under the regulations of tropEd.</p> <p>Specifically, European Track students may take</p> <ul style="list-style-type: none"> • a maximum of 10 ECTS at Heidelberg • a minimum of 10 ECTS outside of Germany • a maximum of 5 ECTS by distance learning (counting towards Heidelberg credits) <p>A mentor from Heidelberg will be assigned to each European Track student to guide them in their selection of advanced modules.</p> <p>Please refer to the tropEd website for a current overview of courses offered (www.tropEd.org).</p>
Thesis Preparation	<p>At the end of the thesis preparation, students should have demonstrated their ability to:</p> <ul style="list-style-type: none"> • Plan and manage an independent research project, under the tutelage of their supervisor, in which s/he collects and analyses information concerning a specific health (service) problem; • Use operational research in health planning and management; • Disseminate their research in a professional manner through written presentation.
Final Oral Examination	<p>At the end of the final oral exam, students should have demonstrated their ability to:</p> <ul style="list-style-type: none"> • Synthesise and apply the knowledge acquired in the core course, advanced modules and thesis preparation; • Present and defend their research design and conclusions in a professional manner;

The final grade for the programme of study is determined by:

- Core Course 25 %
- Advanced Modules 25 %
- Thesis 25 %
- Final Oral Examination 25 %

Please refer to the Exam Regulations for further information on grading.

Annex IV: MSciH lecturers (selected)

BECHER, Heiko, Professor Dr. rer. nat.,

Epidemiologist and Biostatistician, deputy head of the Institute of Public Health. Study of Statistics at the Universities Dortmund and Sheffield, UK, diploma in 1983 (Diplom-Statistiker). In 1987 PhD at the University of Dortmund (Dr. rer. nat.). Habilitation at the University of Heidelberg in 1993 for the subjects "Epidemiology and Medical Biometry". Fields of work and interest: Analytical environmental and occupational Epidemiology for chronic and infectious diseases, statistical methods in Epidemiology, descriptive Epidemiology and disease mapping.

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DE ALLEGRI, Manuela, Dr. sc. Hum, Post-doc and Research Associate at the University of Heidelberg, Bachelor in Sociology (USA), MSciH (Italy) and Dr.sc.hum in Heidelberg,

Dissertation: "Why people choose to enrol or not to enrol in community health insurance? The case of the Nouna Health District, Burkina Faso"; She works now as a Research Associate at the University of Heidelberg within the framework of the interdisciplinary research project Control of Tropical Infectious Diseases offering consulting and policy support to National Malaria Control Programme.

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GABRYSCH MSc, PHD, Dr. med. Sabine

Sabine trained in medicine at the universities of Tübingen and Heidelberg, Germany, including stays in the U.S. and Argentina. She also did a medical research degree (Dr. med.) in molecular biology at the Institute of Physiology in Tübingen. She was employed as a medical doctor in Sweden for two years, including work in infectious diseases at Uppsala University Hospital. She also spent a short time at a rural hospital in Ethiopia. Moreover, she briefly worked for the GIZ on malaria control in Uganda and Burkina Faso. She then continued to do a MSc Epidemiology at the London School of Tropical Medicine and stayed to do a PhD. Since 2009 she is a post doc at the institute. **Research interests:** Health inequalities, Maternal health, Perinatal health, Social and structural determinants of health.

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HORSTICK, Olaf, FFPH (UK), PhD, MPH, MSc, MD, DTM&H

Specialist in Public Health Medicine as a Medical Doctor, main interest in public health in developing countries, with more than 20 years' work experience in public health at local, national and international level (primary care development, health sector reform, programme management, communicable disease control, for single diseases, expertise in: Chagas, dengue, HIV and AIDS, influenza and malaria) as well as clinical medicine. Country experience: globally, however predominantly in Latin America and the Caribbean

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JAHN, Albrecht, Priv. Doz. Dr. med., MSc,

A physician specialized in gynaecology and obstetrics, a research associate, Institute of Public Health. Fields of work and interest: Sexual and reproductive health, Mother and Child Care, prenatal care, obstetric care, health systems research. Country experience: Kenya, Tanzania, Pakistan, Madagascar, Zambia, Ghana;

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KOPP-SCHNEIDER, Annette, Dr. rer. nat.,

Biometrician and biostatistician, research associate at the German Cancer Research Centre (DKFZ).

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KROEGER, Axel, Professor, Dr. med., MSc,

A medical doctor specialized in internal and tropical medicine, Professor at the Liverpool School of Tropical Hygiene. Fields of work and interest: Community health, health surveys, infectious disease control, health education. Vast country experience, notably in Latin America;

Email: kroegera@who.int

LANGE-TAGAZA, Norma, Dr. of Philosophy,

Independent Consultant (management training, coaching and organizational development consulting for profit and non-profit organizations) and Adjunct lecturer at Marburg University and Heidelberg University; Bachelor of Arts (Philippines), MA of Social Work (Philippines), Diploma in Business Management (India), Doctor in Philippines and Freiburg, Germany, Doctoral Dissertation: "Marital Roles and Marital Stability: A Sociological Study of Filipino-German Marriages"; Country experience: Germany, USA, India, Philippines, Thailand

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LOUIS, Valerie R., PhD in Environmental Sciences at the University of Maryland,

Dissertation: Ecological modeling of the bacterial pathogens, *Vibrio cholerae* and *Campylobacter jejuni*. ; M.Sc. in Environmental Toxicology (France) and MSc in Bioengineering (Georgia, US); Present Position at University of Heidelberg, Dept. of Tropical Hygiene and Public Health: Impact of climate and environmental change on health, Worked before at CDC, Atlanta as Research Scientist, and as Technical research Assistant at Hygiene Laboratory for the City of Paris, France

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LÖFGREN, Curt

Department of Public Health and Clinical Medicine, Epidemiology and Global Health, Umeå University, Umeå, Sweden. Senior lecturer in Economics. Study director of the Master of Public Health Programme. Doctoral studies in health economics, particularly issues on how to protect the poor in third world countries from catastrophic health expenditure.

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MARX, Michael, Prof. Dr. med, DTM&PH,

A physician specialized in internal and tropical medicine, research associate, Institute of Public Health. Areas of work and interest: Health sector reform, emergency medicine, disease control, district management, evaluation. Country experience: Burundi, Guinea, Congo, Benin, Central African Republic, Burkina Faso and others;

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MUELLER, Olaf, Prof. Dr. med., MPH,

A physician specialized in the epidemiology and prevention of infectious diseases, research associate, ATHÖG. Areas of work and interest: Disease control, in particular AIDS/STD control and malaria control. Country experience: Zaire, Uganda, Tanzania, The Gambia, Burkina Faso, Thailand, Vietnam, Laos, Cambodia.

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NEUHANN, Florian, Dr. med., Course Coordinator/Lecturer at the Institute of Public Health, University Heidelberg;

After the Postgraduate Training in Internal Medicine he did his Diploma in Tropical Medicine and Hygiene (Liverpool); after working as a doctor for internal medicine he worked in Tanzania as a Consultant Physician Medical Department, and as a Clinical/Technical advisor in Malawi

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RUPPEL, Andreas, Professor, Apl., Dr. rer. nat,

Parasitologist, Head of the former Schistosomiasis laboratory at the Institute of Public Health. Study of Biology at Universities of Freiburg, Montpellier (France) and Rome (Italy). International research projects in schistosomiasis (diagnosis, vaccination, immunology, and epidemiology) with country experience and partners in China, Egypt and Oman. Formerly Director of Teaching

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SARKER, Malabika, MBBS, MPH; Dr.

Medical doctor from Bangladesh, Areas of work and interest: STD/HIV/AIDS research in developing countries, epidemiology, infectious disease control, quantitative research and data analysis.

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SAUERBORN, Rainer, Professor Dr. med., MPH, Dr. P.H., MSc,

Head of the Institute of Public Health. Physician specialized in pediatrics ; Areas of work and interest: Epidemiology, health economics, quality assurance, climate change. Country experience: Burkina Faso, Cameroon, Mali, Palestine, Pakistan, Bolivia, USA

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SAX, Sylvia, RN, BSN, MPH,

Public Health specialist focuses on quality management and health service evaluation. Areas of research and interest: Nursing (case management, standards and best practice guidelines), health sector reform (purchaser/provider split, decentralization and contracting for health services), quality management with focus on monitoring and evaluation of health services, project and programme planning and evaluation. Country experience: Canada, United States, New Zealand, Iran, India, Germany, Pakistan. Coordinator of various Advanced Modules;

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WILDER-SMITH, Annelies MD PhD MIH DTM&H FAMS FACTM

Physician specialized in the epidemiology and prevention of communicable diseases. Director of Teaching and Mercator Professor. Areas of research and interest: vaccinology, dengue, HIV/AIDS, TB, malaria, travel health, yellow fever, community development and participatory approaches. Country experience: Nepal, China, Papua New Guinea, Cambodia, India, Singapore.

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