Maastricht University

European Master in Public Health
EUROPUBHEALTH+

Specialisation:
Leadership in European Public Health

Department of International Health
Faculty of Health, Medicine and Life Sciences
Maastricht University

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The present document details the content of the second-year specialisation of the **Europubhealth+** programme delivered by Maastricht University. For the first year of the Europubhealth+ programme, a foundation course with the core competences in public health is delivered at the School of Medicine and Population Health - University of Sheffield (United Kingdom) in English, at the Andalusian School of Public Health - University of Granada (Spain) in Spanish, at the University College Dublin (Ireland) in English, at the University of Sheffield (United Kingdom) in English, or at the University of Liège (Belgium) in French.

I. PRESENTATION

The master's programme Governance and Leadership in European Public Health will train you to become a public health professional. After you have completed the programme, you'll be equipped with the knowledge, skills, and tools to develop, implement and monitor evidence-based health policies in multisectoral settings that improve the health and well-being of populations while considering the political, legal, ethical, and social determinants of health of diverse communities localised in the European setting. The graduates of the leadership specialization study and lead strategic changes in international, European, national, and regional public health policy across governments, NGOs, industry, and academia.

The specialization course lasts two semesters and students get 36 ECTS for mandatory modules and 21 ECTS for the dissertation work and related placement. A mandatory integration module worth 3 ECTS is organized by the EHESP School of Public Health (Rennes, France) at the end of the academic year.

II. QUALIFICATIONS OF THE GRADUATE

Europubhealth+ aims at providing future leaders and decision makers in public health with skills and competencies required in order to address contemporary global public health challenges and strategically drive positive societal transformations for health and well-being. Europubhealth+ graduates will be capable of working towards managing sustainable and equitable health systems at the local, national and international levels.

Thanks to the seven different specialisations offered, Europubhealth+ graduates can work as public health experts in the private or public sector at a global, national or local level. They also have access to a large professional network through the six Europubhealth+ universities' partnerships and collaborations around the world.

III. REQUIREMENTS FOR GRADUATION AND OBTAINING PROFESSIONAL TITLE

In order to graduate, students must pass all examinations for mandatory modules, dissertation and practical placement and obtain all corresponding credits (at least 120 ECTS), including the credits obtained during the first year of the programme in the partner university (Sheffield, Dublin, Liège or Granada).

STUDY PLAN
Leadership in European Public Health

Name of the subject	Class form	M/F	Credit form (Mark Pass/Fail)	Number of teaching hours	ECTS
Mandatory Courses					**36**
Course 1 Health Impact Assessment: bridging evidence & policy	Lectures, Workshops, Trainings Work in PBL groups	M	Not applicable	40	6
Course 2 Environmental Health Risk Assessment: adaptation and mitigation strategies	Lectures, Workshops, Trainings Work in PBL groups	M	Not applicable	40	6
Course 3 Health system resilience: developing strategic actions in Europe	Lectures, Workshops, Trainings, Group work, Work in PBL groups	M	Not applicable	40	6
Course 4 Laws and ethics for better public health	Lectures, Workshops, Trainings Work in PBL groups	M	Not applicable	40	6
Course 6 Regulatory affairs and market access of health products in Europe	Lectures, Workshops, Trainings, Group work Work in PBL groups	M	Not applicable	40	6
Course 7 Leadership and Strategic Transformation	Lectures, Workshops, Trainings, Group work, Work in PBL groups	M	Not applicable	40	6
Dissertation Course 5 Research Plan, theory, methods and ethics & Course 8 Research project and Master thesis					**21**
Integration Module (at EHESP in Rennes – France)	Seminar	M	-	30	**3**

F – facultative, M – mandatory

Total number of hours : XX hours.
Total number of ECTS: 60

IV. Course descriptions (short)

Course 1: Health Impact Assessment: bridging evidence & policy
The course focuses on conducting a health impact assessment (HIA) as an example of a tool for evidence-informed health policymaking. Students gain an understanding of relevant health status measures and health determinants, sources of health data, types of evidence and their appraisal, the process of evidence-informed policymaking, and the principles and practice of Health in All Policies.

Course 2: Environmental Health Risk Assessment: adaptation and mitigation strategies
This course will give students insights into environmental health, sustainability and climate change and how these aspects impact human health and well-being. Students are introduced to devise adaptation and mitigation strategies using three choice options related to 'speed of risk and response':
- **Chemical Plant Explosion:** *Expecting the Unexpected: Acute Crisis and Preparation*
- **Flood Risk Euregion:** *Preparing for an Expected Event/Mitigating Risk*
- **Air pollution Southern Limburg:** *Combating the Slow Killer of PM 2.5*

Course 3: Health system resilience: developing strategic actions in Europe
This course introduces:
- the basic functions of health systems, their inputs and outputs;
- basic indicators for measuring the quality and efficiency of health systems
- health systems in a comparative European setting
- the current reform agenda; the resilience agenda that effectively addresses current problems

Students should understand:
Developing a health strategy is a tool to set priorities in the political room creating resilient and future-proof healthcare systems; health system design is political.

Course Phases[1]
- **Introduction to health systems resilience** covers the definition, importance and key attributes of health systems resilience;
- **Building health system resilience before shock events** focuses on governance, intersectoral coordination and continuity planning;
- **Health systems resilience during shock events** discusses maintaining essential health services and integrating resilience into incident management systems; and
- **Health systems recovery and building resilience** outlines steps for recovery and the importance of post-event evaluations

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[1] https://www.who.int/news/item/15-08-2024-who-offers-new-online-course-on-building-resilient-health-systems

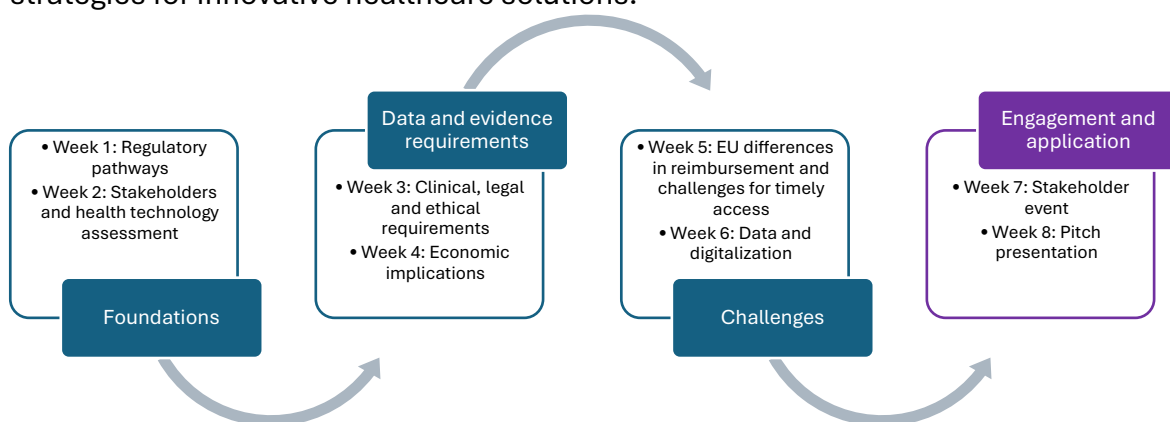**Course 4: Laws and ethics for better public health**
This course provides students with essential knowledge of the legal, technical, and ethical frameworks that shape public health governance and legislation. It focuses on the roles and functions of EU institutions, the legislative process, and the application of public health ethics to develop policies and laws that promote better health outcomes. Students will gain practical experience in reading and interpreting legislation and understanding how laws influence behaviour and public health standards. The course emphasises how public health ethics and ethical leadership skills can be applied to propose and support more effective and equitable legal frameworks. Students will also build governance competencies, equipping them to contribute to creating more effective public health policies and legislation in their future careers.

Course 6: Regulatory affairs and market access of health products in Europe
This course guides students through the complexities of gaining and maintaining regulatory approval and market access in Europe. Students will build a strong foundation by exploring regulatory pathways, market access and understanding the roles and perspectives of key stakeholders, including producers, regulators, patients, and payers. The course then delves into the data and evidence requirements necessary for market approval, covering clinical, legal, ethical, and economic considerations.

Students will learn how to navigate these requirements to make informed strategic decisions and anticipate potential regulatory hurdles. Building on this, the course examines critical challenges, such as the differences in reimbursement decisions across the EU, causes of delays in timely access, and the growing influence of data and digitalization on product design and market access. Through case studies and real-world examples, students will develop a deeper understanding of how these challenges impact the healthcare landscape. Finally, students will apply their knowledge in practical settings, engaging directly with stakeholders and delivering pitch presentations to synthesize their learnings into actionable insights.

 By the end of the course, participants will be equipped with the skills and knowledge to effectively navigate the European regulatory environment and optimize market access strategies for innovative healthcare solutions.

Foundations
• Week 1: Regulatory pathways
• Week 2: Stakeholders and health technology assessment

Data and evidence requirements
• Week 3: Clinical, legal and ethical requirements
• Week 4: Economic implications

Challenges
• Week 5: EU differences in reimbursement and challenges for timely access
• Week 6: Data and digitalization

Engagement and application
• Week 7: Stakeholder event
• Week 8: Pitch presentation

Course 7: Leadership and Strategic Transformation
This course deepens students' understanding of leadership in public health, building on perspectives introduced in previous courses. Throughout this course, students will work in teams to develop a policy brief that proposes a change in a relevant public health issue, with the opportunity to publish their work.

The course includes lectures on leadership theories, change strategies, decision-making, negotiation and conflict resolution in public health. Workshops will cover essential skills such as project management, policy implementation, and transferability. A dedicated session on cultural competence will prepare them for working in diverse public health settings. Additionally, students will receive media training and explore communication strategies to advocate for public health initiatives and engage stakeholders.

By the end of the course, students will have gained both theoretical knowledge and practical leadership skills to drive change in public health, preparing them for future careers in policy, research, and practice.

Dissertation

Course 5: Research Plan: theory, methods and ethics
The goal of this course is twofold. First, the course teaches students how to prepare a good-quality research plan for the execution of a research project. The preparation of a research plan is an important first step for developing trustworthy evidence not only for academic purposes but also within public health and healthcare settings for guiding practices and improving health. Second, the course teaches students how to critically assess the quality of research papers and evidence reported in such papers.
During lectures, thesis group meetings, workshops and study team assignments, students acquire knowledge of the qualitative and quantitative research methods, which are frequently used in the fields that are covered by the Master GLEPH . Few elective (non-compulsory) skills trainings are also offered.

Course 8: Research project and Master thesis
The individual research project represents the peak of the student's master's programme learning journey. During this course, students will be able to demonstrate the various abilities and skills they have acquired throughout the different courses by researching an individual topic in the realm of Governance and Leadership in European Public Health. Students will conduct delineated research under supervision of M GLEPH faculty member, either internally or externally with a placement organisation in the field.

V.   Assessment

The revised GLEPH programme embraced programmatic assessment. This approach to assessment has been shown to better support learning, develop reflective capacity and critical thinking while providing a broader basis for formative assessment at the end of the programme.

In practice, programmatic assessment requires students to collect a portfolio of more frequently, smaller assignment products. Each assignment product receives feedback on the relevant intended learning outcomes (ILOs) in the format of a three point scale (insufficient, proficient, and excellent) in addition to narrative feedback. However, there is no passing or failing an individual assignment. As a result of this change, students can compensate for insufficient performance on some dimensions of course assignments by meeting or exceeding expectations in others, given they assess the same Intended learning objective at programme level.

At the end of the programme, the programme assessment committee reviews each student's portfolio regarding their performance across the 17 programme ILOs. If a student has shown sufficient performance across all ILOs, they are awarded 60 ECTS. If not, the student is asked to prepare a remediation plan. Depending on the scope of the remediation plan, the remediation can be completed in the same or following academic year.

VI.   Mentoring

Mentoring is a central component of the revised Master GLEPH program, designed to support self-directed learning, reflection, and achieving program Intended Learning Outcomes (ILOs) related to mentoring. Mentoring aids in preparing students for other assessments, enabling them to reflect on capacities, goals, and interests in Science, Governance, and Leadership. In the second half of the program, mentoring focuses on preparing for career entry.

Each student will have an assigned mentor to:

1. Support reflection: Facilitate self-evaluation, monitor progress, and provide feedback.
2. Guide learning trajectories: Help students plan tasks and activities aligned with their goals and interests, with a focus on career prospects after graduation.