

BAYERO UNIVERSITY, KANO  
AFRICA CENTER OF EXCELLENCE FOR POPULATION HEALTH AND POLICY  
(ACEPHAP)



DEPARTMENT OF COMMUNITY MEDICINE  
FACULTY OF CLINICAL SCIENCES  
BAYERO UNIVERSITY, KANO

POSTGRADUATE STUDENT HANDBOOK

OCTOBER, 2019

### **Logo and Motto of the University**

The star-shaped calligraphy is the motto of the citadel, a graphic pun, excerpted from the Holy Qur'an: "Wa Fawqa Dhi Ilmin Alim" It echoes an eternal truth that also underlines the humility and sense of service the community has come to expect from its stars in the learning firmament: "... And above every possessor of knowledge, there is one more learned".

### **Vision of the University**

To lead in research and education in Africa

### **Mission of the University**

Bayero University is committed to addressing African developmental challenges through cutting-edge research, knowledge transfer and training of high quality graduates.

### **Core Values of the University**

Humility and Sacrifice

Discipline and Commitment

Integration

Professionalism and Good Governance

Innovativeness and Creativity

Excellence and Best Practice

Active learning

### **Strategic Goals of the University**

Responding to needs, Meeting aspirations, leading in research and innovation, Achieving best practices in University governance, Meeting infrastructural and municipal requirements, Becoming a leader in ICT research and services, taking the University to the Community, Maintaining highly motivated personnel, Expanding future base producing leaders, Influencing Development

### Visitor and Principal Officers of the University

His Excellency, Muhammadu Buhari, GCFR President and Commander-in-Chief of the Armed Forces, Federal Republic of Nigeria	Visitor
His Royal Majesty, King Alfred Papapreye Diete Spiff, Seriyai II, The Amayanabo of Twon-Brass, Bayelsa State	Chancellor
Professor Ibrahim Gambari, CFR, OCORT	Pro-chancellor and Chairman of Council
Professor Muhammad Yahuza Bello B.Sc., M.Sc., (BUK) Ph.D (Arkansas)	Vice Chancellor
Professor Adamu Idris Tanko B.Sc., M.Sc., Ph.D (BUK), SSAN, ANA	Deputy Vice Chancellor (Academic)
Professor Haruna Wakili B.A, M.A (BUK), PhD (BUK)	Deputy Vice Chancellor (Administration)
Hajjya Fatima Binta Mohammed <i>MNIM</i> B.A. (Ed), MPPA (BUK)	Registrar
Alh. Suleiman Bello	Bursar
Dr. Musa Auyo	Librarian

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## FOREWORD

It is my pleasure to write the foreword of this very important document, the Postgraduate Student Handbook of the Department of Community Medicine, Faculty of Clinical Sciences, Bayero University, Kano. It is a very important document in the sense that it is intended to guide you and give you direction throughout your stay here at the Bayero University, Kano. The Handbook has been carefully prepared with the objective of giving you all the necessary information that you require not only in understanding the structure of the postgraduate programme (M.Sc. Global Health and Policy) but also the rules, regulations and guidelines that you need to follow to enable you successfully pursue your studies in the Faculty and indeed, the University.

The Handbook covers a wide range of areas that, if carefully read and fully internalized, will make your study and, indeed stay at the Bayero University, Kano successful, pleasant, and rewarding. The areas include philosophy and objectives of the Faculty, admission requirements, graduation requirements, academic regulations, general conduct and discipline, dressing and dress code, course outline, and course description, among others. I urge you to read this Handbook carefully and make good use of it. For the avoidance of doubt, you are reminded that your degree certificate is awarded based on **character** and **learning** and not on **learning** alone. You are required to be hard working and to always strive for excellence. You are also required at all times to maintain discipline and obey the University's Rules and Regulations. The University will neither tolerate violation of its rules and regulations nor those who cross the bounds of decency. At the same time, the Faculty and the University as a whole will do everything possible to assist you in realizing your legitimate objectives, i.e. your fundamental reason for coming to the University.

I wish you a very pleasant and successful stay at the Bayero University, Kano.

**Prof. Muhammad Yahuza Bello**

**Vice Chancellor**

## **MESSAGE FROM THE HEAD OF DEPARTMENT**

It gives me a great pleasure and privilege to write the message of the first edition of the M.Sc. Global Health and Policy Student handbook.

Postgraduate programmes in the Department have been offered since ....

The student handbook will be of immense value to not only postgraduate students but other students of public health. The handbook contains useful information that will guide students on the philosophy, objectives, admission requirements of the programme, grading system, staff list, outline of course structure and synopsis.

I wish you a very fruitful and resourceful academic pursuit in the University.

**Prof. Umar Muhammad Lawan**

**Head of Department**

## ACADEMIC REGULATIONS

### Semester System

The Faculty, in line with the University Regulation operates a semester system which is defined as a quantitative organization of the curriculum where courses are divided into examinable units and for which a student earns credit if passed. The courses are arranged in a well-defined order that indicates the credit load as well as the semester in which they are offered. For instance, a course coded PHP8201 where 8 indicates 800 level course, 2 indicate credit units, and 01 indicates the course is taken at first semester. Usually odd numbers (last digit) are assigned to courses in the 1<sup>st</sup> semester, while even numbers are assigned to 2<sup>nd</sup> semester courses.

### Basic Concepts

The main concepts used in the semester system are:

#### Credit Unit (CU)

Credit Unit (CU) represents the weight assigned to the course, and is recorded in credit hours. One credit is considered as one hour of classroom lecture per week or two hours of laboratory exercise per week. Thus, CU consists of specified number of student teacher hours/week/semester.

#### Grade Point (GP)

This involves assigning numerical or alphabetical letter to the scores of students at examinations, reports or projects. Letter systems generally run from A (5 points), to B (4 points), C (3 points), D (2 points), and F (0 point).

#### Grade Point Average (GPA)

This refers to the evaluation of students' performance in any semester. It is the average of weighted grade points earned in the courses offered by a student in a semester. The GPA is calculated as follows:

$$\text{GPA} = \frac{\text{TCE}}{\text{TCR}}$$

Where;

TCR = Total Credits Registered

TCE = Total Credits Earned

#### Cumulative Grade Point Average (CGPA)

The CGPA represents an up-to-date average (i.e. cumulative) of the GPA earned by the student in at least two semesters. It is an indication of the student's overall performance at any point in the course of his/ her training at the University. CGPA is attained after two semesters or more in an academic programme.

### **Calculation of CGPA/GPA**

The CGPA is calculated as follows:

$$\text{CGPA} = \frac{\text{CPE}}{\text{CCR}}$$

where;

CPE is cumulative points earned.

CCR is cumulative credits registered

### **Session**

An Academic year of two semesters as determined by Senate.

### **Semester**

A period of 15 teaching weeks or as determined by Senate.

### **Examination**

A formal test by written, oral or practical means held at an appointed time and place.

### **Carry Over**

A student who fails to earn a minimum of 50 marks in a course (continuous assessment and examination) would be required to carry-over the course at the next available period and get it registered bearing in mind that there is maximum number of credits registerable per semester and per session for each level.

### **Incomplete Status**

If a student earns 75% lectures attendance in a course but due to sickness, accident or other pertinent reason(s) is unable to write the semester examination, he/she would be granted incomplete status to retain his/her CA and be allowed to write the examination for that course at a later date.

### **Suspension of Studies**

It means period approved by the Senate for a student to be away from academic activities (based on student's application and supporting documents). It is usually granted for a maximum period of one academic session but could be granted again (renewed) on application for one more academic session only. This usually does not count in determining the maximum period of stay of a student in the University.

### **Probation**

Probation means a warning status accorded a student whose CGPA is less than 3.00 at the end of an academic session. It is usually for one academic session (two semesters) during which a student is expected to improve and raise his / her CGPA to at least 3.00, failure of which will lead to withdrawal of the student from the University.

## **Rustication**

It means staying away from academic work for the period stated (either one semester or two). In this case, all academic exercise of the concerned student is cancelled and he/she will be required to repeat all at the next academic session. As rustication is a punishment, the period of rustication will count in determining the student's maximum period of stay in the University.

## **Withdrawal**

Withdrawal means terminating a student's programme of study on academic grounds. A student who fails to sit for examination scheduled for a particular semester (absent throughout) without valid reason(s) would be considered to have voluntarily withdrawn from the University. In addition, a student who fails 2/3 of the credits registered will be advised to withdraw

## **Expulsion**

Expulsion means terminating a student's programme of study. It is usually on the account of misconduct. A student expelled is disqualified from seeking readmission into the University for any Programme.

## **Attendance Requirements**

Students must attain at least 75% attendance of lectures, tutorials and practical work before being allowed to sit for examination. Students who did not attain **75% attendance** of lectures in any course of the Faculty will not be allowed to sit for examination.

## **Calculations of GPA and CGPA for All Programmes**

Percentage Score (%)	Letter Grade	Grade Point
70 – 100	A	5.0
65 – 69	B+	4.5
60 – 64	B	4.0
55 – 59	C+	3.5
50 – 54	C	3.0
0 – 49	F	0.0

## **General Conduct and Discipline**

The Department of Geography, Faculty of Earth and Environmental Sciences and the university as a whole expect students to conduct themselves in an exemplary manner during their interactions with members of the University community and to live peacefully with them.

## **Misconduct**

Misconduct is any action that is contrary to University Regulations, some of which are as follows:

- a) belonging to, or participating in the activities of unregistered/illegal associations including secret cults;
- b) physical assault and/or causing bodily harm on any other person, whether a student or not;
- c) fighting;
- d) rioting and unauthorized assembly;
- e) organizing and/or taking part in demonstration by any student without permission;
- f) examination related misconducts;
- g) drug abuse and the use of prohibited substances;
- h) persistent rowdy and/or anti-social behaviour;
- i) reckless and/or dangerous driving;
- j) insulting and/or attacking University officials in the pursuit of their legitimate duties; and
- k) Wilful damage of University property.

### **Examination Regulations**

Credible examination is the only measure used in determining the success or failure of any University system. That is why students found to be engaged in examination misconducts are out rightly disciplined.

The University has drawn examination regulations to clarify the legitimate expectations and corresponding responsibilities of all staff and students. It is intended to ensure that the University's examinations are organized and conducted in a consistent and professional manner. These regulations apply at all examinations/assessments in the University (including continuous assessment tests, tutorials and take home assignments.)

Some of the regulations are as follows:

- a) Students are expected to read all notice boards, bulletins and other related media in the University to keep them abreast with what is the happening. REFUSAL / FAILURE TO READ NOTICES from the designated media is not an excuse for not performing any academic activity.
- b) Attendance at lectures, practical and examinations are compulsory, and anyone who does not attend a lecture, practical and examination at the time and place published in the examination time table will be deemed to have failed in that part of the assessment.
- c) Students who have clash in examinations based on the timetable should immediately inform their Examinations Officer within the stipulated period when draft timetable is displayed. Students who fail to inform the appropriate officers of the University of clash in examinations shall blame themselves for any difficulty or eventuality that may arise.
- d) It will be the responsibility of each student to make sure that he is aware of the Final Examination Timetable. Students are to expect changes of date, time and venue of examination on the Draft Examinations Timetable.

### **Examination Procedures and Discipline**

- a) It shall be the responsibility of each student to make sure that she/he is registered for the appropriate examinations and be sure of the date(s), time(s) and place(s) of the examinations for which he/she is registered, also to ensure that he/she is in possession of any identity document prescribed for the examination.
- b) Each candidate should be at the examination venue at least fifteen minutes before the commencement of the examination. Lateness will not be tolerated.
- c) Each candidate is required to supply his/her own writing materials and instruments as well as any other examination aids for which provision is prescribed. A student shall bring his identity document to each examination and display it in a prominent position on his desk.
- d) Any book, paper, document, examination aid, hand-bag or briefcase which is brought to the examination room must be deposited at the invigilator's desk, or a place designated for the purpose before the start of the examination. In no circumstances must it be placed on or near any candidate's writing desk.
- e) Each student shall write in the attendance register his/her registration number, name, answer booklet number and department and then sign. Students are advised to note their serial number and attendance register number (in case there are more than one registers) for ease of signing out.
- f) Student shall write his/her examination number, but not his/her name, distinctly on the cover and on every page of the answer book, as well as on any extra sheet(s) issued.
- g) The use of scrap paper, question paper, toilet tissue, etc. for rough work is not permitted. All rough work must be done in answer booklets and crossed out neatly or in supplementary answer booklets which must be submitted to the invigilator.
- h) A student leaving the examination hall must sign out and hand his/her script(s) to the invigilator before leaving if he/she does not intend to return.
- i) A student who leaves the examination room shall not be readmitted unless throughout the period of his/her absence, he/she has been continuously under the supervision of an invigilator or examination attendant.
- j) No student shall be allowed to leave during the first thirty minutes or the last ten minutes of the examination.
- k) No student shall speak to any other student or make any noise or disturbance during the examination. A student must not indirectly give assistance to any other student or permit any other student to copy from or otherwise use his/her papers. A student must not directly or indirectly accept assistance from any other student or use any other student's paper.
- l) Mobile Phones are **BANNED** from Examinations Halls. A Student shall not use a mobile phone or any other unauthorized ICT device in the examination hall for any purpose; and doing so is an offence. They should not be introduced into the Examination Halls under any circumstance.
- m) A student is responsible for protecting his/her work so that it is not exposed to other students.

- n) Smoking is forbidden in the examination hall during any examination and in the university premises.
- o) At the end of the time allotted, each student shall stop writing. He/she shall gather his/her scripts together and remain seated until all candidates' scripts have been collected. It shall be the candidate's responsibility to ensure that his answer scripts are collected by the invigilator.
- p) Except for the printed question paper, a student must not remove from the examination room or mutilate any paper or other materials supplied.

### **EXAMINATION / ACADEMIC MISCONDUCT**

- a. Candidates for any examination in the University are to conduct themselves properly in and around the examination halls, as explained in Part Three of this General Regulations. Deviations from proper conduct may constitute examination misconduct, which is punishable by the penalties described below.
- b. The vicinity of an examination hall is considered to be part of the examination hall. Thus, any student caught with unauthorized materials or writing in the vicinity of the examination hall (after the student has seen the question paper) shall be treated as if the materials are found on him/her in the examination hall. Similarly, any student caught cheating in any way in students' hostels or other areas shall be appropriately treated.
- c. Any student of the University who commits an offence punishable under this part in any other institution will be treated as if he/she has committed such an offence in the University, and shall therefore be liable for any appropriate punishment.
- d. Examination misconduct cases discovered during the marking of the examination scripts are also subject to appropriate investigations and further necessary action.

### **Procedure for Investigating Examination Misconduct and Leakages**

- a. If any student is found to be, or is suspected of, infringing the provisions of the Regulations or in any way cheating or disturbing the conduct of an examination, the Invigilator shall take possession of any relevant evidence, fill the relevant form, obtain statement(s) from the student(s) concerned by giving him/her/them the relevant forms to fill and/or make them sign exhibits.
- b. A student accused of involvement in examination misconduct shall be allowed to continue with the examinations provided no disturbances are caused. (S)He shall sign any exhibits collected from him/her and give his/her version of events by completing the appropriate form(s).
- c. After the examination, the invigilator shall submit his/her report(s), the form(s) completed by the students and all the exhibits and other documents on all the examination misconduct cases to the Faculty Examinations Officer.
- d. Upon receipt of any case of examination misconduct, the Faculty Examinations Officer shall report to the Dean, who shall set up a committee to investigate the case further.
- e. The Faculty Committee on Examinations Misconduct shall invite all the students accused of involvement to defend themselves of the accusations. A widely publicized notice on notice-boards, which gives the names and registration numbers of the students being invited, as well as the date, time and venue of the Committee's deliberations, shall serve as enough

evidence of invitation, but invitation letters may also be sent to individual students. Students that fail to honour the first invitation shall be given a second chance.

- f. A student accused of involvement in examination misconduct should defend himself/herself before the Faculty Committee on Examination Misconduct set up by the Dean.
- g. After hearing from all those concerned, the Committee shall write a comprehensive report on each case brought before it, clearly indicating its findings, as to the degree of involvement, or otherwise, of each of the accused. It shall submit the report together with all relevant documents to the Senate Committee on Examination Misconduct and Leakages.
- h. After going through the reports of the Faculty Committees on Examination Misconduct and carrying further investigations (where that becomes necessary), the Senate Committee shall report to the Senate, recommending the appropriate punishment to any student found to be guilty.
- i. A staff member who reports a case of examination misconduct shall not sit on a Faculty or Senate Examination Misconduct Committee when the Committee is considering the case.
- j. If the question paper for an examination that is yet to take place is suspected as having been leaked, the Chief Examiner shall immediately: withdraw the paper and cause another one to be set in its stead, even if this means shifting the examination date and/or time forward.

### **Categories of Offences and Punishments**

The following are the categories of examination malpractice and leakage offences, as well as the appropriate punishment for the offences.

#### **A. Category of Offences Punishable by Expulsion from the University**

- i. Impersonating another student, or being impersonated by another person at an examination;
- ii. Exchanging names and/or numbers on answer booklets/sheets;
- iii. Introduction and use of relevant unauthorized material(s) into the examination hall;
- iv. Exchange of materials like question papers, containing jottings that are relevant to the ongoing examination in the examination hall;
- v. Theft and/or illegal removal of examination answer booklets;
- vi. Any kind of mischief likely to hinder the smooth conduct of the examination e.g. causing fire, flooding or engaging in physical violence;
- vii. Collaborating with, or copying from, another candidate;
- viii. Cheating outside the examination hall, such as in toilets, hall of residence etc;
- ix. An offence that falls under category B committed by a student who was previously rusticated;
- x. Any offence under this category committed by a student of this University in another institution;
- xii. Destruction of, tampering with, evidence by candidates – including preventing access to electronic devices; and
- xiii. Any other misconduct deemed by the Senate Committee on Examination Misconduct and Senate to warrant expulsion.

## **B Category of Offences Punishable by Rustication**

- i. Facilitating/Abetting/Aiding cheating by another candidate;
- ii. Introduction, but not use, of relevant unauthorized materials to the examination hall;
- iii. Acts of misconduct (such as speaking/conversation) during the examination that is likely to disrupt the conduct of the examination;
- iv. An offence in category C committed by a previously warned or rusticated student;
- v. Any offence under this category committed by a student of this University in another institution; and
- vi. Any other misconduct deemed by the Senate Committee on Examination Misconduct and Senate to warrant rustication.

## **C. Category of Offences Punishable by Written Warning**

- i. Introduction of unauthorized irrelevant materials into the examination hall;
- ii. Writing on the question paper;
- iii. Any offence under this category committed by a student of this University in another institution; and
- iv. Any other misconduct deemed by the Senate Committee on Examination Misconduct and Senate to warrant warning.

## **Involvement of Staff Members**

The involvement of staff members in examination misconduct and/or leakage cases could take any of the following forms, among others:

- i. Failure to report and /or covering up cases of examination misconduct;
- ii. Intervening on behalf of the students involved in examination misconduct;
- iii. Encouraging examination misconduct or leakage by such acts as the careless handling of examination materials or invigilation;
- iv. Aiding and abetting examination misconduct;
- v. The leakage of examination questions or question papers; and
- vi. The unlawful alteration of examination results or marks.

## **Misconduct Related to Theses and Dissertations**

Students are to observe the universally accepted high standards of academic integrity while writing on and in conducting work related to their programmes, as described in these regulations. Deviations from these standards may constitute misconduct which is punishable by the penalties described in section 3.4.6.

### **Procedures for Preventing and Dealing with the Misconducts**

- a. Lecturers and supervisors should guide students on the correct ways of writing thesis and dissertation, in line with the above. The attention of the student should be drawn to any infringements to the accepted norms and standards as soon as it is observed.
- b. In case a lecturer/supervisor suspects a student of gross infringement of the provisions of these regulations, the following procedures should be adopted in treating the case.
  - i. For an on-going work (such as a project being supervised), the student should be asked to address the problem identified, for example, by having a plagiarized chapter completely re-written or providing missing citations. If the student refuses to rectify the situation, the lecturer/supervisor should resort to other

- actions, as described below.
- ii. If a student submits the final draft of a work that is a course on its own (such as a degree project), which infringes the provisions of Section 3.3, shall be made to re-write it, even if this means registering again in the following session.
  - iii. Where the student refuses to re-write the project, or where the lecturer/supervisor believes that the student has committed an offence, the student shall be referred to the Faculty Committee on Academic Ethics.
  - iv. After hearing from all those concerned, the Committee shall write a comprehensive report on each case brought before it, clearly indicating its findings, as to the degree of involvement, or otherwise, of each accused. It shall submit the report together with all the relevant documents to the Senate Committee on Academic Misconduct.
  - v. After going through the reports of the Faculty Committees on Academic Ethics and carrying further investigations (where that becomes necessary), the Senate Committee shall report to the Senate, recommending the appropriate punishment to any student found to be guilty.

### **Categories of Offences and Punishments Relating to Theses, Dissertations, Project Reports and Long Essays**

If the Senate Committee on Academic Ethics establishes that a student has violated the University standards on academic writing outlined it shall recommend the appropriate punishment to the Senate in line with the following general guidelines. Students punished under categories b and c would, in addition, be graded 'F' in the final year project.

#### **(a) Offences Punishable by Expulsion**

- i. Submitting long essay, project report, dissertation or thesis done by someone else;
- ii. Submitting, as long essay, project report, dissertation or thesis, a work submitted earlier for another purpose by the Student or by others at Bayero University Kano or somewhere else;
- iii. Repackaging a whole long essay, project, dissertation or thesis as his/her own product; and
- iv. Any other offence related to long essay, project report, dissertation or thesis deemed by the committee to merit expulsion.

#### **(b) Offences Punishable by Rustication**

- i. Substantial plagiarism of the work(s) of others;
- ii. The fabrication or intentional misrepresentation of data, experimental results, & analyses; and
- iii. Any other offence related to long essay, project report, dissertation or thesis deemed by the Committee to merit rustication.

#### **(c) Offences Punishable by Written Warning**

- i. Failure to acknowledge references;
- ii. Faking citations; and
- iii. Any other offence related to project reports, long essays, dissertations or theses deemed by the Committee to merit a written warning.

(d) **Offences Punishable by the Failure Grade in the Coursework**

Any of the offences in categories (b) and (c) committed by a student in respect of assignments and other aspects of the above continuous assessment would lead to an “F” grade in the course.

**Right of Appeal**

- a. Any student accused of involvement in examination misconduct, the leakage of question papers or misconduct related to academic writing has a right to fair hearing. Indeed, a number of the proceeding provisions are meant to guarantee that. However, refusal/failure by a student to fill the appropriate form giving his/her own version of events or to appear before a Faculty Committee should not be viewed as denial of such rights.
- b. Any student punished by the Senate for involvement in examination misconduct, leakage or other academic misconduct may appeal directly to it indicating the grounds of the appeal and attaching any supporting documents. The onus is on the appellant to make a case for the Senate to reconsider its earlier decision on him/her.
- c. Upon receipt of an appeal from a student punished for involvement in examination misconduct, leakage or other academic misconducts, the Senate or its Chairman shall refer it to the Senate Appeals Committee on Examination Misconduct. The Committee shall consider each appeal on its own merit depending on the grounds of the appeal and any supporting document provided by the appellant and make appropriate recommendations to the Senate.

**Dressing and Dress Code**

Dress Code is here defined as any appropriate or formal or informal dress and dressing style in which there is no attempt to expose the body’s intimate parts. A dress should have sleeves and extend from the neck to just below the knees. Students of the Department, Faculty and indeed the University at large are required to dress decently at all times.

**The following types of dresses are prohibited**

1. Transparent dress that highlights or emphasizes the body’s, sensual parts, such as the thighs, breasts, etc.
2. Unbuttoned shirts without a t-shirt or a singlet, or an under wear cloth.
3. Clothes that illustrate, enhance, or depict drugs, alcohol or have offensive and violent messages / inscriptions.
4. Clothes that display weapons or any gang-related illustrations and messages/ inscriptions.
5. T-shirts or clothes with obscene captions.
6. Shorts and skimpy dresses e.g. body hugs, show-one-your-chest, and dresses exposing sensitive parts.
7. Tights, shorts and skirts that are above the knees (except for sporting purposes).
8. Wearing of ear-rings by male students,
9. Plaiting or weaving of hair by male students.
10. Wearing of coloured eye glasses, not on medical grounds in the classroom.

**Penalties for Violation of the Dress Code**

1. Violators will not be allowed into classrooms, lecture halls, laboratories, and offices of the university.
2. Violators will not be allowed in examination halls.
3. Repeated offenders will face disciplinary action.

### **Sexual Harassment Policy**

The University has zero tolerance to any act of sexual harassment. In its effort to adhere to the global best practices, the University has a policy document to guide its students, staff and third parties (e.g. vendors, visitors, contractors working in the University, business owners within BUK campuses, any other person engaged to render service to staff or student(s) of the University, etc) on procedures for the prevention, reporting, response mechanisms and consequences of sexual harassment acts. This policy is designed to create a sexual harassment-free environment in the University.

The sexual harassment policy is a clear statement of commitment by the University leadership that sexual assault and harassment are unacceptable. The policy is to:

1. Create awareness among the University community on sexual harassment and other related issues
2. Create an enabling environment for reporting
3. Protect the basic rights of the parties involved in sexual act within the University
4. Maintain peaceful coexistence and mutual respect among the Bayero University community members
5. Provide guidelines for handling sexual harassment and other related issues
6. Provide appropriate sanctions for established sexual harassment and other related issues.

The policy is applicable to all members of the University. These include staff, students and third parties. The University is also committed to ensuring that all groups affiliated to it adopt the policy. The University will do all it can to prevent sexual harassment act. Details are in the policy document

### **Research Policy**

The Directorate of Research Innovation and Partnership (DRIP) is saddled with responsibility of driving the research policy of the University. It coordinates all the affairs of research, innovation and partnership on behalf of the University <http://buk.edu.ng/drip/>

Policy documents with respect to its activities are obtained in:

- Research policy [http://buk.edu.ng/drip/pdf/drip\\_research\\_policy.pdf](http://buk.edu.ng/drip/pdf/drip_research_policy.pdf)
- Intellectual Policy [http://buk.edu.ng/drip/pdf/drip\\_interlectual\\_property.pdf](http://buk.edu.ng/drip/pdf/drip_interlectual_property.pdf)
- Authorship Policy [http://buk.edu.ng/drip/pdf/drip\\_authorship\\_policy.pdf](http://buk.edu.ng/drip/pdf/drip_authorship_policy.pdf)

## **Scholarship Policy**

Through the ACE mechanism all **regional postgraduate students** who satisfy admission criteria are eligible for full scholarship, including funding for final research work.

Scholarships are awarded once against each academic calendar year.

All **national postgraduate students** are eligible for scholarship which covers support for final research work.

The center has a number of tuition support scholarships available to eligible ACE national students based on academic merit, leadership potential and benevolent status. Scholarships may be provided for partial or full tuition fees and the awarding of such scholarships is at the discretion of the Center Management Team.

### **Types of Scholarship**

The center has a scholarship support through the ACE mechanism covering full scholarship for all regional students and some national eligible students.

Full scholarship includes:

- Non-transferable tuition for the period of study
- Accommodation for the period of study
- A single return ticket for the student alone
- Support for research work and dissertation

The center also has scholarship covering travels and research available for ACE postgraduate students through partnership such as the ACE West Africa Network in Infectious Diseases in Africa (WANIDA) consortium.

The center shall have other forms of scholarships as dictated by prospective donors and statutory regulations.

### **Ethics policy**

The University's Directorate of Research Innovation and Partnership (DRIP) is working on this. The link will be included in the document as soon as it is ready.

### **Student welfare**

The African Center of Excellence for Population Health and Policy aims at making available the appropriate conditions for students to complete their studies without obstacles related to their social and economic background. This we do by minimizing risk of harm so that students feel physically and emotionally secure to reach their full potential. Below are a range of information and guidance that promote learning in a safe, secure and stimulating environment

## **Student Arrival**

Majority of our students are nationals (Nigerians) with a fair representation from regional African countries. Regional students are expected to maintain communication with the Center's Administrative Head (CAH) upon admission into any of our programmes. Details of departure, arrival, transportation to and fro the airports and other logistics are to be discussed in details and all arrangements made with the CAH prior to departure from their homeland. All tickets and receipts are to be kept safely as there may be need for submission and reimbursement after arrival. Details of screening and course registration at the University's School of Postgraduate Studies are also given by the CAH.

## **Student Culture**

All new students are expected to participate in an orientation programme that will familiarize them with the University setting, lectures, assignments, class attendance and participation, internship and research conduct. Students may be assigned tutors/advisors by their respective programme coordinator (Departmental PG Coordinator). A Students' Support Committee headed by one of the Center's Deputy Directors (Training) is tasked with the responsibility of assigning mentors to Mentees, addressing any concerns/ complaints raised by students and ensuring physical, emotional, academic and general well of all students. This committee works closely with the Student Liaison Officer (SLO) who is a representative of the Center, a member of the committee and relates directly with the students. The SLO is available to all students at all times, either on the phone or in person. Students are free to discuss matters that they feel were previously addressed unsatisfactorily. A nominated student's representative is part of the Students' Support Committee. This representative relates information to/from students and gives feedback to the committee.

## **Accommodation for students**

The Center accommodates all regional students in hostels within the premises of Bayero University Kano or Aminu Kano Teaching Hospital. Postgraduate accommodations within the university campus are located within short distance from the departments and library. Accommodation for regional students is covered by the scholarship scheme. National students can apply for accommodation via the University platform for hostel accommodation or use a convenient accommodation of choice. The cost of such is borne by the national student. The Center plans to build a students' hostel of international standard in the nearest future.

## **Emergency Procedures**

In case of emergencies such as a health or social problem that may interfere with learning and academic performance, students are to notify the SLO who will escalate the problem to the appropriate authorities. All students are to register with the University's Health Insurance Scheme by visiting the Card Room at the Health Centre on either the Old or Main Campus. A unique identification number is given to each student and this is used for accessing health services throughout their academic stay in ACEPHAP/BUK.

### **Students' Associations**

One of the most prominent groups in the university is the 'Students' Union Government'. It is an association dedicated to ensuring that all students enjoy fairness, unbiased opportunities and a voice in their dealings in the University. Other smaller social groups that relate to a common identity such as gender, religion, profession etc also exist in the university.

### **Emergency procedures**

Ambulances on 24-hour basis are available in the University health services on all the campuses to evacuate any patient(s) that need to be moved to specialists or tertiary health institutions as need be.

There is also the fire/safety unit in the Security division which is always on alert in case of fire incidence(s).

Porters assigned to each hall of residence contact the university health service and fire/safety unit in case of medical emergency or incidence of fire outbreak.

**Communication Channels** are as discussed in the section "Student Culture" above.

### **Language Center**

The University has a Department of English and Literary Studies which in partnership with the Centre organize English Language proficiency course for French-speaking students. Such students arrive 2-3 months to enrol in the English classes before commencement of normal lectures. The course is organized for 3 days per week throughout the session (9-10 months). At the end of the course, successful students are issued *English Language proficiency Certificate*.

### **Deanery of Students**

The Student Affairs Division under the Vice Chancellor's office administers the non-academic matters of students. The Dean, Student Affairs heads the division with support from three Deputy Deans (one each for the new and old campus and a Deputy Dean, Female). They assist the Dean in the discharge of his duties on the two campuses, students' halls of residence at the Aminu Kano Teaching Hospital (AKTH), School of physiotherapy, recreational and sporting activities, student's clubs, societies and associations. Other officers are Deputy Registrar, Student Affairs, Welfare Officer, matrons, hall administrators, caretakers and porters. There is a Guidance and Counselling Unit in the division which is responsible for guiding and counselling students on academic, social and personal matters.

In line with global practice, students are expected to be decently dressed at all times and the acceptable mode of dressing is available in <http://www.buk.edu.ng/?q=node/281>

### **Recreation and Sports Facilities**

A variety of recreational and sporting facilities are available on both campuses. There are standard basketball, volleyball, badminton, fives, squash, handball, and lawn tennis courts. There is a University football field (rated as being among the best in the State while the

sports complex building provides an indoor sporting centre. In addition, the University has a mini-stadium (Ahmadu Adamu Muazu Mini-stadium), which includes a standard football field and a track for athletics on its new campus. In the Aminu Kano Teaching Hospital Campus where ACEPHAP is located, there are sports fields available like basketball, lawn tennis, football, etc

### **Commuter Services**

The University has made arrangements for inter-campus Bus Services is run by the division at subsidized rate per trip with designated bus stops within the campus. There are nine (9) 18-seater coaster buses, two (2) 36-seater buses and two (2) Marcopolo buses in the fleet. In addition, ACEPHAP has a plan to secure one vehicle for official uses that may arise in the training of students

### **The Students Center**

Suitable venues have been provided for clubs, societies, associations meetings and other activities in the student Centre located on the new campus.

### **Students Career Services**

The University liaises with Federal and State Ministries of Education on the provision of Scholarships and bursaries to students. This unit also assists in processing applications for jobs, contacting prospective employers and arranging for interviews.

### **Security Services**

There is a security division which is directly under the Office of the Vice Chancellor. It is divided into four functional units (guards duty unit, administrative unit, crime investigation unit and intelligence unit and the fire/safety unit, each headed by an officer-in-charge (OIC). This unit is saddled with responsibility of enforcing some of the University's rules and regulations, in addition to protecting lives and property in the University premises including the university communities located outside the two main campuses.

### **Children's Nursery**

There's a private nursery (Sweet Haven) within the Association of Resident Doctors Complex in Aminu Kano teaching Hospital Campus that accepts children from 8:00 am to 5:00 pm.

### **BUK Library**

The library has a total collection of 265,790 volumes of books and 98,266 volumes of local and international journals. The Main Library is located in the Main Campus, Gwarzo road. There are multiple branches including the Medical Library at the AKTH Campus, Zaria Road, Kano. Registration is easy for students and entails presentation of an admission letter, passport photos and filling of relevant forms. Upon completion of studies students are expected to get clearance from the library

The Library also offers electronic resources for both online and offline access. The online databases that the University subscribed to include:

1. Springer: [www.Link.springer.com](http://www.Link.springer.com). User ID: [automation.lib@buk.edu.ng](mailto:automation.lib@buk.edu.ng). Password: bukanimation2019
2. Science Direct: [www.sciencedirect.com](http://www.sciencedirect.com). User ID: [librarian@buk.edu.ng](mailto:librarian@buk.edu.ng). Password: Library
3. EBSCO Research Databases: EBSCO is a leading provider of research databases, e-journals, magazine subscriptions, e-books, etc. User ID s6040160. Password: password
4. HINARI: web address: [www.who.int/hinari](http://www.who.int/hinari). User ID [nie002](#). Password:1358M6
5. Oxford Academic Journals: Link: <https://academic.oup.com/journals>. No ID or password required
6. JSTOR: web address: <http://www.jstor.org/logon>. User ID: bayero. Password: nepomovo

There are offline databases like eGranary that gives access to over 35 million digital resources. More than 5,000 full text theses are also available. To access BUK offline resources join the wireless network “BUK-LIBRARY-OFFLINE RESOURCES”. Open your internet browser and type the following address: <ftp://192.168.0.100>.

For further enquiries contact the office of the University Librarian or HOD Animation, Multimedia and E-Services. Phone 08036030656 or email [automationbuk@gmail.com](mailto:automationbuk@gmail.com). Website: [www.library.buk.edu.ng](http://www.library.buk.edu.ng)

## **ABOUT AFRICA CENTER OF EXCELLENCE IN POPULATION HEALTH AND POLICY (ACEPHAP)**

The Africa Center of Excellence in Population Health and Policy (ACEPHAP) is one of the newly established academic Centres and Institutes in Bayero University. Its establishment was approved by the Senate and Council of the University in 2019. In the year 2019 Bayero University won a competitive grant from the World Bank to the tune of US\$5,000,000 to be received over a period of 5 years based on disbursement linked indicators.

**Vision:** To be a center of excellence in population health, research and development in Africa

**Mission:** To produce skilled human resource for health with a focus of conducting impactful research to achieve health related sustainable development through linking research findings to policy implementation

### **BRIEF HISTORY OF THE PROGRAMME**

The programme is Master of Science in Global Health and Policy. It will be domiciled in the Department of Community Medicine (Faculty of Clinical Sciences) but will have contribution of faculty from other departments like Internal Medicine, Mass Communication, Mathematics and Geography coordinated by the Africa Center of Excellence in Population Health and Policy, ACEPHAP

#### **1. PHILOSOPHY, VISION AND MISSION OF THE PROGRAMME**

##### **a. PHILOSOPHY**

The collaborative art of preventing diseases, promoting health and prolonging lives transcends borders and is the fulcrum for achieving Global Health. While traditional research has been done with minimal collaboration with people outside the academia, this global health programme intends to bridge the gap between the academia, community and policy makers. Equipping students with skills that are required to conduct research and inform policies in response to human needs is highly beneficial both locally and abroad.

##### **b. MISSION**

To produce highly skilled human resources for global health to achieve and sustain solutions to global health needs through cutting edge research and the translation of research findings to policy and practice.

##### **c. VISION**

To produce world class graduates in global health and policy with capacity and competences to tackle global health challenges.

d. AIM

The programme will equip graduates with necessary skills and expertise in Global Health and Policy that will enable them to address global health challenges.

## **2. OBJECTIVES OF THE PROGRAMME**

To produce qualified graduates that have the requisite knowledge and skills to:

- a. Develop human resources for global health practice
- b. Function in leadership and managerial positions in different agencies across the globe.
- c. Carry out health systems research and be able to analyse and utilize the research findings for policy and programme formulation
- d. Communicate and interface with policy modulating platforms

## **3. RATIONALE AND JUSTIFICATION OF THE PROGRAMME**

The rationale for the MSc in Global Health is to create public health scientist with knowledge and understanding of established and emerging concepts, issues, theories and practices in global health. This would allow our trainees to develop appreciation of how these intersect with broader social economic and political factors; even as they would have the skill to critically appraise such scenarios. Our unique approach of engaging health related industry would create an enabling environment for our students to apply taught content in real world settings and appreciate ongoing projects with practical significance with supervision from academia and industry specialists.

The next generation of public health practitioners in Africa need new skills to enable them deliver effective and sustainable health care programs in resources limited settings. The MSc in Global Health and Policy offered by ACEPHAP is not only the first of such programs in Nigeria, but also the only one that is deliberately tailored to suit emerging needs of public health trainees, which would enable them to perform in line with best global practices. The course would ensure trainees gain insight on how to improve the lives of some of the world's most disadvantaged people, develop programs sensitive to local cultures and conduct research with the most up to date methodologies. The course tutors are diverse and lectures structured in a manner as to cover not only tradition taught concepts in public health but also covers wide range of topics around health system ethics and policy process

## **4. ADMISSION REQUIREMENTS FOR MSc. GHaP DEGREE**

A candidate seeking admission into the academic master's degree in Global Health and Policy Programme must hold:

- a. A minimum of second class (Lower Division) degree in health sciences with a CGPA not below 2.75 on the scale of 0.00 - 5.00 of Bayero University or its equivalent, or any other recognized University (provided the university matriculation requirement is satisfied) in the relevant area.

- b. A minimum of second class (Lower Division) degree in health sciences with a CGPA of 2.40 - 2.74 on a scale of 0.00 – 5.00 of Bayero University, Kano or any other recognized university and a postgraduate diploma in health sciences with a minimum CGPA of 3.00 (Merit) on a scale of 0.00 –5.00 or its equivalent (provided the University Matriculation Requirement is satisfied) in the relevant area.
- c. A minimum of third class degree in health sciences plus a good postgraduate diploma in health sciences at credit level from Bayero University, Kano with a minimum CGPA of 3.50 from any other recognized university (provided the university matriculation requirement is satisfied) in the relevant area.
- d. A Postgraduate Diploma in health sciences with a minimum of CGPA of 3.50 on a scale of 0.00 to 5.00 and a HND with Upper Credit from any recognized institution.
- e. Any other qualifications deemed by the Board of the School of Postgraduate Studies and Senate to be equivalent to (i), (ii) or (iii) above.

**NOTE**

- 1. A candidate will be required before admission to undergo pre-admission screening exercise prescribed by the departments concerned. This will involve passing an aptitude test.**
- 2. Francophone students are required to show evidence of proficiency in English or attend mandatory intercalated English course.**

**5. MODE OF STUDY**

The MSc. GHaP programme shall be academic masters, run on full time basis with a student centred approach.

**6. DURATION OF STUDY**

The minimum duration for the programme is two academic sessions (4 semesters) and a maximum of six semesters.

**7. REQUIREMENTS FOR GRADUATION**

- a. To be eligible to sit for each end of course examination, a student must complete at least 75% attendance. Continuous assessment will form 40% of the final marks. The pass mark for each course is 50% or a grade of C.
- b. Each eligible student must submit an acceptable dissertation and successfully defend it during the viva voce.
- c. Must have passed a minimum of thirty (30) credits (including 6 from a dissertation, 20 core credits and 4 elective credits).
- d. All students must present at least two seminars and attend four (4) weeks of supervised internship.

## **8. LEARNING OUTCOME**

Graduates of the MSc. Global Health and Policy are expected to:

- a. Become health leaders and managers that can run health services in clearly defined populations, conduct edge cutting research, formulate and advocate appropriate interventions in practice and policy.
- b. Be able to look after the health and wellbeing of diverse kinds of communities in keeping with the modern practice of the discipline of global health.

## **9. CURRICULUM (800L)**

Candidates are required to register for, attend and pass a minimum of 30 credit units. The course comprises:

- a. Eighteen (18) credit units of core courses and six (6) credit units of elective courses.
- b. Conducting a research in the chosen area of specialization and have an external defence of the dissertation (6 credit units).
- c. Presenting seminar on topics of global health importance.

### **Probation**

A candidate whose CGPA is less than 3.00 at the end of a given session shall be placed on probation.

### **Withdrawal**

- i. Failing to earn a CGPA of 3.00 while on probation.
- ii. Failure to sit for an entire semester examinations without valid reasons.
- iii. Failing to pass a required carried over course.
- iv. Failure to attend classes for a period which exceed 30 consecutive days without valid reason.
- v. Failure to satisfy the stated requirement for the award of degree within the maximum period allowed by the Regulations.
- vi. Any matter in which the Board of School of Postgraduate Studies considers withdrawal as appropriate.

## **EXAMINATION OF COURSEWORK**

A separate assessment examination shall be conducted for each course at the end of the semester in which the course is completed.

Courses shall be assessed by written examinations while research seminars, projects, dissertations, theses and long essays shall be by evaluation of the report and an oral examination, where applicable.

The duration of a written examination of a postgraduate course shall not be less than two hours.

An external examiner shall be involved in the assessment of the research report (howsoever called) and examination scripts. The manner and extent of the involvement of an external examiner

shall be as prescribed under the regulations applicable to the various categories of Postgraduate Programmes.

A student is required to present himself/herself for examination in all the courses for which he /she is registered.

In order to be eligible for examination in a particular taught course, a student shall have attended a minimum of 75% of the total periods of formal instructions delivered for the course. An attendance requirement shall be calculated, taking into account all the types of instructions used in the course.

Each course shall consist of continuous assessment (30 -40%) and examination (60 - 70%) as applicable.

- (a) Coverage of the syllabus content;
  - (b) Quality of students' answers to the various question;
  - (c) Quality of practical work, continuous assessment and degree projects;
  - (d) Students' readiness for the level of manpower he/she is being trained for;
  - (e) External examination or moderation scheme.
- ii) State how matters arising from examinations are handled.

### Course Structure for MSc Global Health and Policy

S.No	Course code	Course Title	Credit unit(s)	Remarks
1	GHM8301	Foundations and Current Issues of Global Health	3	Core
2	PHP8201	Basic Epidemiology and Statistics	2	Core
3	PHP8203	Research Methodology	2	Core
4	PHP8205	Health Policy Process and Power	2	Core
5	GHM8203	Basic skills in Global Health (Basic GIS, Mathematical modelling, Cost-effectiveness analysis, Project Management and Meta-analysis)	2	Core
6	PHP8202	Advocacy Skills for Health Policy	2	Core

### LIST OF FIRST SEMESTER COURSES

S.No	Course code	Course Title	Credit unit(s)	Remarks
1	GHM8301	Foundations and Current Issues of Global Health	3	Core
2	PHP8201	Basic Epidemiology and Statistics	2	Core
3	PHP8203	Research Methodology	2	Core
4	PHP8205	Health Policy Process and Power	2	Core
5	GHM8207	Health Services Management and Financing	2	Elective
6	GHM8203	Basic skills in Global Health (Basic GIS, Mathematical modelling, Cost-effectiveness analysis, Project Management and Meta-analysis)	2	Core
7	PMP8205	Global Mental Health	2	Elective
		TOTAL	15	

### LIST OF SECOND SEMESTER COURSES

SNo	Course Code	Course Title	Credit	Remarks
1	PHP8202	Advocacy Skills for Health Policy	2	Core
2	GHM8206	Global Health Nutrition	2	Elective
3	GHM8208	Gender and Global Health	2	Elective
4	GHM8302	Epidemiology and control of Communicable and Non-communicable Diseases	3	Core
5	GHM8204	Global Health, Ethics and Law	2	Core

### SECOND YEAR

SNo	Course Code	Course Title	Credit	Remarks
1	GHM8600	Dissertation	6	Core

### FIRST SEMESTER COURSES

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
<b>Foundations and Current Issues in Global Health</b>	1. Identify the diversity of challenges and strategies for global health and development. 2. Critically assess complexities of global health issues, particularly those most applicable in low-resource settings. 3. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities. 4. Explain how globalization	1. Assess population needs, assets and capacities that affect communities' health 2. Identify determinants of global health and development 3. Tackle global health issues with evidence based knowledge	<b>50</b>	<b>30</b>	<b>20</b>

	affects global burdens of disease.  5. Provides an opportunity for students to understand contemporary issues in Global Health and their inter-relationships				
<b>Basic Epidemiology and Statistics</b>	1. Summarize simple data sets using appropriate diagrammatic methods and appropriate summary statistics  2. Differentiate between population and sample; population parameters and sample statistics and determine sampling variability.	1. Understand the basic concepts of Epidemiology and study designs  2. Appreciate the role of Epidemiology as the Quantitative science underpinning much of public health practice.	<b>30</b>	<b>30</b>	<b>40</b>

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
<b>Basic Epidemiology and Statistics</b>	3. Perform and interpret the results of a significance test (hypothesis testing) and confidence interval estimation. Use parametric and non-parametric tests appropriately. Know when to use 1, 2 and paired sample t tests, one-way ANOVA, chi-square test, McNemar's test and Fisher's exact test.  4. Understand the basic concepts of Epidemiology and describe its general applications  5. Understand the Epidemiological basis of disease causation and control  6. Understand the various forms of study designs	3. Understand the Epidemiological basis of disease causation and control  4. Appreciate the basic methodological tools of Epidemiology  5. Collate, analyse and interpret Epidemiological data from different sources	<b>30</b>	<b>30</b>	<b>40</b>
<b>Research</b>	1. Describe the concept of research and how it is conducted.	1. Develop researchable problems and topics.	30	30	40

<b>Methodology</b>	<p>2. Know how to develop a research proposal, collect data, analyse and discuss the results.</p> <p>3. Disseminate the research results/ findings appropriately.</p> <p>4. Describe the conduct of quantitative research methodology.</p> <p>5. Describe the conduct of</p>	<p>2. Use appropriate research approach(es) for problem solving.</p> <p>3. Appropriate use of quantitative and qualitative research methodology.</p>			
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Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
<b>Research Methodology</b>	<p>Qualitative research methodology.</p> <p>6. Evaluate strengths and weaknesses of specific methods.</p> <p>7. Understand the principles of Computer Aided Qualitative Data Analysis Software (CAQDAS).</p>	4. Efficient use of software for both quantitative and qualitative data analysis.	30	30	40
<b>Health Policy Process and Power</b>	<p>1. Describe and explain the key principles of a diverse range of international and national health policies, including current and emerging trends.</p> <p>2. Learn to use multidisciplinary approach to formulate, design, implement, evaluate and appraise health policies and plans;</p> <p>3. Understand both written and verbal, methods of assessing and communicating empirical evidence in consolidating and critically appraising debates relevant to issues of health policy.</p>	<p>1. Understand the key principles of a diverse range of international and national health policies.</p> <p>2. Be able to use a multidisciplinary approach to formulate, design, implement, evaluate and appraise health policies and plans;</p> <p>3. Have written and verbal competences to assess and communicate empirical evidence to consolidate and appraise issues of health policy.</p>	40	30	30
<b>Health</b>	1. Understand health services management and describe the	1. Perform the basic functions of a health	60	20	20

<b>Services Management and Financing</b>	basic functions of a health manager.  2. Explain how different disciplines contribute unique insights to how a health service functions.	manager.  2. Work with other disciplines to plan, implement and evaluate health programmes.			
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Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
<b>Health Services Management and Financing</b>	3. Describe and give examples of the inputs, processes and outcomes of health services;  4. Analyse key, persistent and widespread challenges in providing health services and design approaches to address them.  5. Describe healthcare financing and different funding options.	3. Solve key health management challenges.  4. Design and implement healthcare financing models.	60	20	20
<b>Basic Skills in Global Health</b>	1. Demonstrate understanding of Basic GIS  2. Demonstrate understanding of Basic Mathematical Modelling  3. Demonstrate understanding of simple decision analysis  4. Demonstrate understanding of Meta-analysis  5. Demonstrate the understanding of Cost effectiveness/ Cost Utility/Cost minimization analysis  6. Understand the manuscript writing process	1. Execute Basic GIS processing  2. Perform Basic Mathematical Modelling  3. Perform simple Decision analysis  4. Perform basic Meta-analysis  .5. Demonstrate understanding of Cost effectiveness/ Cost Utility/Cost minimization analysis  6. Perform manuscript writing task	30	30	40

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
<b>Global Mental Health</b>	<p>1. Understand global burden of mental, neurological and substance use disorders and relationship to global health and development and approaches to mental health promotion, prevention and treatment</p> <p>2. Discuss disaster mental health issues, associated psychiatric disorders and challenges when working with victims.</p> <p>3. Learn about the effect of culture on the manifestation of mental illness</p> <p>4. Discuss impact of migration on mental health</p> <p>5. Learn about Migration and internal displacement association with mental health with emphasis on special populations.</p>	<p>1. Critically assess the global burden of mental, neurological and substance use disorders.</p> <p>2. Know the relevance of mental health to key issues in global health and development.</p> <p>3. Critically evaluate local and global priorities for mental health research, policy and services</p> <p>4. Understand the mental health problems of Internally displaced persons (IDPs), Migrants and Refugees with emphasis to women and children</p>	60	20	20

## SECOND SEMESTER COURSES

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
<b>Advocacy Skills for Health Policy</b>	<p>1. Explain the key principles and types of advocacy in health policy</p> <p>2. Demonstrate ability to use conceptual and theoretical knowledge to develop, monitor and evaluate advocacy for health policy through a multidisciplinary approach.</p> <p>3. Describe how to develop and apply strategies for advocacy in health policy</p>	<p>1. Know the principles and types of advocacies in health policy.</p> <p>2. Know how to use conceptual and theoretical knowledge in development, monitoring and evaluation of health policy.</p> <p>2. Acquire written and verbal skills that can be used for effective advocacy.</p>	30	30	40

	through a written and verbal approach.				
<b>Global Health Nutrition</b>	<p>1. To be able to describe the major classes of nutrients and the manifestations of micronutrient and macronutrient deficiency states.</p> <p>2. Understand the epidemiology of nutritional disorders nationally and globally</p> <p>3. Appreciate nutritional requirements during pregnancy, lactation, infancy, childhood and adolescence.</p>	<p>1. Understand the major classes of nutrients and the manifestation of micro and macro-nutrient deficiency states.</p> <p>2. Be able to assess nutritional status of a community and implement interventions for prevention and control.</p> <p>3. Relate international experiences and policies and plan nutrition intervention programmes for specific communities.</p>	40	30	30

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
<b>Gender and Global Health</b>	<p>1. Demonstrate understanding of the theoretical perspectives on gender and health</p> <p>2. Demonstrate understanding of the health implications of gender relations in global contexts</p> <p>3. Identify factors related to gender and violence, gender and reproduction</p> <p>4. Identify gender based global challenges in the setting of conflict and migration</p> <p>5. Identify global challenges related to obstetric violence</p>	<p>1. Apply the knowledge, skills and attitudes necessary for culturally competent gender sensitivity in global health.</p> <p>3. Manage health implications of gender relations in global context.</p> <p>2. Manage gender based global challenges.</p>	30	40	30
<b>Epidemiology</b>	<p>1. To know the epidemiology of CDs and NCDs globally.</p>	<p>1. Know the epidemiology of globally</p>	60	30	10

<p><b>of Communicable and Non-communicable diseases</b></p>	<p>2. Demonstrate a critical understanding of selected current issues and controversies surrounding the prevention and control of CDs and NCDs.</p> <p>3. Define and distinguish the differences between diseases of pandemic potential; epidemic diseases of critical regional importance; bioterrorism, dual use research of concern (DURC) and gain-of-function research of concern (GOFRC) and other critical endemic diseases.</p> <p>4. Describe the epidemiology and the strategies for treatment, prevention and control of HIV, tuberculosis and malaria.</p> <p>5. Describe the interaction between diverse threats and socioeconomic factors, including poverty education, politics, and government</p>	<p>important Communicable Diseases (CDs).</p> <p>2. Know the epidemiology of globally important Non-communicable Diseases (NCDs).</p> <p>3. Describe and critically evaluate approaches for the prevention and control of CDs and NCDs.</p> <p>4. Apply principles and concepts to design and implement studies on CDs and NCDs.</p>			
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**COURSE DESCRIPTION**

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
<p><b>Global Health Ethics and Law</b></p>	<p>1 To know the emergence of global health law and the relevance of national, regional and international law to healthcare.</p> <p>2. To understand the ethico-legal perspectives of global health.</p> <p>3. Understand global health challenges that face healthcare professionals, politicians and policy maker.</p> <p>4. Understand the relevance of ethics and law to the overarching</p>	<p>1. Know the role of ethics as it governs human research globally and understand International guidelines that govern research.</p> <p>2. Apply contributions of different areas such as sociology, philosophy, religion, law etc to the development of ethics in conducting research.</p> <p>3. Know the composition, governance and roles of</p>	<p>50</p>	<p>20</p>	<p>30</p>

	<p>aim of improving health for all.</p> <p>5. Understanding of theories of cosmopolitanism, distributive justice and human rights.</p> <p>6. Students will examine the ethical challenges faced in increasingly complex humanitarian crises and environments and learn to critically analyse complex scenarios, investigating theories of humanitarianism, humanitarian needs, ethical principles and values.</p>	<p>bodies responsible for regulation of medical practice nationally and regionally.</p>			
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Course Code	Course Title	Course Content
<b>PHP8203</b>	<b>Research Methodology</b>	<ol style="list-style-type: none"> <li>1. Introduction to research, outline of a research proposal, selection of research topics, problem articulation and formulation of objectives.</li> <li>2. Literature review, bibliography and referencing.</li> <li>3. Research designs: quantitative methods, qualitative methods, and mixed methods study.</li> <li>4. Sample size determination, methods of data collection: quantitative, qualitative methods.</li> <li>5. Ethical issues in Medical research</li> <li>6. Conduct of surveys, data management, analysis and presentation of results, discussion of results and report writing.</li> <li>7. Introduction to qualitative methods</li> <li>8. Qualitative interviewing, Focus groups, Observational methods, Secondary data analysis: documents and archives</li> <li>9. Organising and Coding Data and NVivo workshop</li> </ol>
<b>PHP8205</b>	<b>Health Policy Process and Power</b>	<ol style="list-style-type: none"> <li>1. Introduction to public policy (concepts and types) and the actors in policy making</li> <li>2. Contextual factors that affect policy and the process of policy making</li> <li>3. Power and: the policy process; as a decision-making and non-decision making tool; as thought control; and political systems.</li> <li>4. Government and Policy Process</li> <li>5. Health policy framework: context, process and actors</li> <li>6. Importance of public health policy and the health policy triangle</li> </ol>

		<ol style="list-style-type: none"> <li>7. Influence of private sector on public and health policy</li> <li>8. Health policy change under crisis</li> <li>9. Theories and models of decision making (analysis vs decision making) and policy implementation</li> <li>10. Approaches to policy implementation ('top-down' and 'bottom-up' perspectives, beyond 'top-down' and 'bottom-up', Principal-agent theory, challenges of implementation)</li> <li>11. The policy sub-system or advocacy coalition framework</li> <li>12. Evaluating health policies</li> </ol>
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<b>Course Code</b>	<b>Course Title</b>	<b>Course Content</b>
<b>GHM8207</b>	<b>Health Services Management and Financing</b>	<ol style="list-style-type: none"> <li>1. Introduction to health services' management, healthcare and health services</li> <li>2. Planning and implementation of health programmes.</li> <li>3. Evaluation of health programmes (types, steps).</li> <li>4. The spectrum of Quality Management.</li> <li>5. Introduction and options to healthcare financing.</li> <li>6. Methods of funding for health.</li> <li>7. Paying healthcare providers.</li> <li>8. Introduction to economic evaluation in healthcare.</li> </ol>
<b>GHM8203</b>	<b>Basic Skills in Global Health</b>	<ol style="list-style-type: none"> <li>1. Introduction to basic GIS</li> <li>2. Overview of basic mathematical modelling</li> <li>3. The process of decision analysis</li> <li>4. The process and conduct of meta-analysis</li> <li>5. Description of cost effectiveness/ cost Utility/cost minimization analysis</li> <li>6. The process and conduct of manuscript writing</li> </ol>
<b>PHP8202</b>	<b>Advocacy Skills for Health Policy</b>	<ol style="list-style-type: none"> <li>1. Introduction to advocacy in health policy</li> <li>2. Philosophy and principles of advocacy in health policy</li> <li>3. Types of advocacy</li> <li>4. Development and use of advocacy tools</li> <li>5. Strategies for advocacy in health policy</li> <li>6. Developing monitoring and evaluation tools in advocacy</li> <li>7. Evaluating advocacy for health policy</li> <li>8. Partnerships in advocacy for health policy</li> </ol>
<b>GHM8206</b>	<b>Global Nutrition Health</b>	<ol style="list-style-type: none"> <li>1. Introduction to nutrition and health</li> <li>2. Major classes of nutrients, their sources and the manifestations of micronutrient and macronutrient deficiency states</li> <li>3. Malnutrition as a public health problem, criteria for diagnosis of under nutrition and over nutrition; Specific deficiency diseases,</li> <li>4. Infant feeding, Types, Causes and Management of malnutrition</li> <li>5. Nutritional Surveillance; Interaction between malnutrition and infection</li> <li>6. Nutritional requirements during pregnancy, lactation, infancy, childhood and adolescence</li> <li>7. Nutritional problems of the vulnerable groups, nutrition during emergencies;</li> <li>8. Applied nutrition programme and nutrition education,</li> </ol>

		community nutrition programmes.
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<b>Course Code</b>	<b>Course Title</b>	<b>Course Content</b>
<b>GHM8208</b>	<b>Gender and Global Health</b>	<ol style="list-style-type: none"> <li>1. Introduction to theoretical perspectives on gender and health</li> <li>2. Health implications of gender relations in global contexts</li> <li>3. Description of concepts of gender based violence (Intimate partner, domestic, obstetric etc)</li> <li>4. Child abuse and its implication on health</li> <li>5. Relationship and challenges of gender and reproduction</li> <li>6. The effect of conflict and migration on gender and health</li> </ol>
<b>PMP8205</b>	<b>Global Mental Health</b>	<ol style="list-style-type: none"> <li>1. Global burden of mental, Neurological and Substance use disorders in terms of disability, mortality and economic losses</li> <li>2. Sustainable Development Goals SDGs, Relevance of mental health to key issues in global health and development</li> <li>3. Disaster mental health – vital aspect of humanitarian responses – post-disaster psychiatric disorders and challenges when working with victims, Culture and mental illness</li> <li>4. Internally displace persons (IDPs), Migrants and Refugees (Emphasis to women and Children)- migration and impact on mental health.</li> <li>5. Role of culture in the manifestation of psychopathology</li> </ol>
<b>GHM8302</b>	<b>Epidemiology of Communicable and Non-communicable Diseases</b>	<ol style="list-style-type: none"> <li>1. Emerging infectious disease model for the 21st century (the who, what, when where and why)</li> <li>2. Critical factors for disease emergence/re-emergence and prevention and control</li> <li>3. Pathogens of pandemic potential and pathogens of critical regional importance</li> <li>4. Antimicrobial resistance</li> <li>5. Pathogens of critical regional/global importance (Ebola, MERS, Zika)</li> <li>6. Pathogens of bioterrorism potential</li> <li>7. The Big three (Tuberculosis, HIV, Malaria)</li> <li>8. Global governance and public health preparedness and response</li> <li>9. Geopolitical challenges for infectious disease prevention and control (Polio, HIV, other emerging infections and climate change) (core)</li> <li>10. Vector borne disease prevention and control (optional)</li> <li>11. Introduction to the epidemiology of non-communicable diseases: introduction and overview.</li> <li>12. Socio-economic inequalities in health(optional)</li> <li>13. NCD burden of Disease (cardiovascular diseases, diabetes, hypertension, obesity, cancer epidemiology, asthma, snakebite, podoconiosis)</li> <li>14. Emerging issues and ongoing challenges of non-communicable diseases.</li> <li>15. NCD prevention and control.</li> </ol>

<b>Course Code</b>	<b>Course Title</b>	<b>Course Content</b>
<b>GHM8204</b>	<b>Global Health Ethics and Law</b>	1. Cosmopolitanism, nationalism, distributive justice, consequentialism, deontology and human rights theory.

	<ol style="list-style-type: none"> <li>2. Use of theoretical normative approaches to analyse a range of global health challenges.</li> <li>3. Development and evolution of global health law</li> <li>4. International law impacts on a range of global health issues.</li> <li>5. International Health Regulations (IHR)</li> <li>6. Fragility of human condition in conflict, epidemic and disaster setting and law</li> <li>7. Humanitarian services ethics action must now respond to increasingly complex crises.</li> <li>8. Human rights frameworks against the backdrop of health injustice, vulnerable populations and the demand that humanitarian actors undertake roles in truth, peace, reconciliation and justice efforts.</li> <li>9. Universal Human Rights, Health Rights</li> <li>10. Ethics or research in developing countries</li> <li>11. Ethics of research partnership</li> </ol>
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## LIST OF ACADEMIC STAFF

SNo	Name and Qualification	Qualification	Rank
1	Prof. Isa Sadeeq Abubakar	MBBS, FWACP, Ph.D in progress	Professor
2	Prof. Zubairu Iliyasu	MBBS, MPH,FWACP, FMCPH, Ph.D	Professor
3	Prof. Sanusi Abubakar	MBBS, MSc., FWACP, Ph.D in progress	Professor
4	Prof. Muhammad Lawan Umar	MBBS, MPH, FWACP, Ph.D in progress	Professor
5	Dr. Auwalu Gajida	MBBS, FWACP	Associate Professor
6	Dr. Jibo Abubakar Muhammad	MBBS, FMCPH	Senior Lecturer
7	Dr Muktar Ahmed Gadanya	MBBS, MSc., FMCPH	Associate Professor
8	Prof Umaru A Pate	PhD	Professor
9	Dr Taiwo Gboluwaga Amole	MBBS,MSc., FWACP	Senior Lecturer
10	Dr Musa Mohammed Bello	MBBS, MSc., FWACP	Senior Lecturer
11	Dr Aishatu L. Adamu	MBBS, MSc., FWACP	Lecturer I
12	Dr Fatima Ismail Tsiga	MBBS, MSc., FWACP	Lecturer I
13	Dr Hadiza Musa Abdullahi	MBBS, MSc., FWACP	Lecturer I
14	Dr Rabiu Ibrahim Jalo	MBBS, MSc., FWACP	Lecturer I
15	Dr Musa Usman Umar (Psychiatry)	MBBS, MSc., FWACP (Psychiatry)	Senior Lecturer
16	Prof Abdulrazaq Habib	MBBS, MSc, FWACP FRCP	Professor
17	Prof Musa Babashani	MBBS, FWACP	Professor
18	Dr Ibrahim Nashabaru	MBBS, FWACP	Senior Lecturer
19	Dr Baba Maiyaki Musa	MBBS, MPH, FWACP	Assoc Prof
20	Dr Garba Iliyasu	MBBS, FMCP	Assoc Prof
21	Dr Hamza Muhammed	MBBS, FMCP	Assoc Prof
22	Prof Mahmoud Umar	MBBS, PhD, FWACP FRCP	Professor
23	Prof Kamilu Musa Karaye	MBBS, MSc, PhD FWACP	Professor
24	Prof. Yusuf M. Adamu	BSc, MSc, Ph.D	Professor

	(Medical Geography)		
<b>25</b>	Dr Murtala Muhammad Badamasi (GIS, CDS)	BSc, MSc, PhD.	Senior lecturer
<b>26</b>	Saidu Ahmad Dukawa PhD	PhD	Senior Lecturer
<b>27</b>	Prof Aisha Abdu Isma'il	PhD	Professor
<b>28</b>	Dr Maikano Madaki	PhD	Assoc. Professor
<b>29</b>	Dr Abubakar Isa	LLB, LL.M, PhD	Senior Lecturer
<b>30</b>	Dr Nafiu Husaini (Dept of Mathematics)	BSc, MSc, PhD.	Assoc Prof
<b>31</b>	Prof. Mustapha Muktar	BSc, MSc, PhD	Professor

### Key Contacts of the Center

Name	Role	Phone	Email
Prof. Hadiza S. Galadanci	Center Leader	+234 803 321 0047	<a href="mailto:hgaladanci@yahoo.com">hgaladanci@yahoo.com</a>
Dr. Ibrahim Nashabaru	Deputy Center Leader- Training	+234 803 692 0282	<a href="mailto:inashabaru@gmail.com">inashabaru@gmail.com</a>
Dr. Taiwo Amole	Deputy Center Leader- Research	+234 803 306 2858	<a href="mailto:tayade10@yahoo.com">tayade10@yahoo.com</a>
Dr. Salisu M. Abubakar	Deputy Center Leader- Linkages and Outreaches	+234 803 619 0005	<a href="mailto:smartbiochemist@yahoo.com">smartbiochemist@yahoo.com</a>
Dr. Ibrahim Nashabaru	Postgraduate Administration and Wellbeing	+234 803 692 0282	<a href="mailto:inashabaru@gmail.com">inashabaru@gmail.com</a>
Dr. Baba Maiyaki Musa	M & E Officer	+234 803 347 2311	<a href="mailto:babamaiyaki2000@yahoo.co.uk">babamaiyaki2000@yahoo.co.uk</a>
Samina M. Yayale	Student Liaison	+234 803 896 0252	<a href="mailto:syayale@gmail.com">syayale@gmail.com</a>
Dr. Usman Takai	HOD Obstetrics and Gynaecology	+234 803 599 4552	<a href="mailto:takaiidris@yahoo.co.uk">takaiidris@yahoo.co.uk</a>
Dr. Auwal S. Salihu	HOD Psychiatry	+234 803 609 2822	<a href="mailto:auwal01@yahoo.com">auwal01@yahoo.com</a>
Dr. Ibrahim Aliyu	HOD Paediatrics	+234 802 325 5071	<a href="mailto:ibrahimaliyu2006@yahoo.com">ibrahimaliyu2006@yahoo.com</a>
Prof. Shehu M. Yusuf	HOD Medicine	+234 803 652 6837	<a href="mailto:shehummy@yahoo.com">shehummy@yahoo.com</a>
Dr. Muktar A. Gadanya	HOD Community Medicine	+234 803 588 0932	<a href="mailto:gadanya@gmail.com">gadanya@gmail.com</a> ; <a href="mailto:magadanya.cmed@buk.edu.ng">magadanya.cmed@buk.edu.ng</a>
Prof. Adamu J. Alhassan	HOD Biochemistry	+234 805 762 3018	<a href="mailto:ajalhassan@yahoo.com">ajalhassan@yahoo.com</a> ; <a href="mailto:hod.bch@buk.edu.ng">hod.bch@buk.edu.ng</a>
Dr. Umar Yunusa	HOD Nursing	+234 803 819 9802	<a href="mailto:uyunusa.nur@buk.edu.ng">uyunusa.nur@buk.edu.ng</a>
Dr. Ibrahim Nashabaru	Director of Studies	+234 803 692 0282	<a href="mailto:inashabaru@gmail.com">inashabaru@gmail.com</a>
Dr. Aliyu Labaran	Course Director- MSc Maternal Child Health and Policy (Maternal health)	+234 803 705 4199	<a href="mailto:zainalabidinaliyu@yahoo.com">zainalabidinaliyu@yahoo.com</a>
Dr. Fatima Usman	Course Director- MSc Maternal Child Health and Policy (Child health)	+234 803 787 8923	<a href="mailto:fateeusman2@yahoo.com">fateeusman2@yahoo.com</a>
Dr. Fatima Tsiga- Ahmed	Course Director- MSc Global Health and Policy (Public health)	+234 803 314 8264	<a href="mailto:fateetsiga@live.com">fateetsiga@live.com</a>
Dr. Garba Iliyasu	Course Director- MSc Global Health and Policy (Internal medicine)	+234 803 337 1017	<a href="mailto:ilyasug@yahoo.com">ilyasug@yahoo.com</a>
Dr. Salisu M. Abubakar	Course Director- MSc Public Health Nutrition and Policy	+234 803 619 0005	<a href="mailto:smartbiochemist@yahoo.com">smartbiochemist@yahoo.com</a>
Idris Abdulrashid	Course Director- MSc Public Health Nursing and Policy	+234 806 337 5818	<a href="mailto:idrzdabai@gmail.com">idrzdabai@gmail.com</a>
Dr. Auwal S. Salihu	Course Director- MSc Public Mental Health and Policy	+234 803 609 2822	<a href="mailto:auwal01@yahoo.com">auwal01@yahoo.com</a>
Dr. Aliyu Labaran	Graduate Admissions & Examinations coordinator- MSc Maternal Child Health and Policy (Maternal health)	+234 803 705 4199	<a href="mailto:zainalabidinaliyu@yahoo.com">zainalabidinaliyu@yahoo.com</a>
Dr. Fatima Usman	Graduate Admissions & Examinations coordinator- MSc Maternal Child Health and Policy (Child health)	+234 803 787 8923	<a href="mailto:fateeusman2@yahoo.com">fateeusman2@yahoo.com</a>

Dr. Fatima Tsiga- Ahmed	Graduate Admissions & Examinations coordinator- MSc Global Health and Policy	+234 803 314 8264	<a href="mailto:fateetsiga@live.com">fateetsiga@live.com</a>
Dr. A. A Imam	Graduate Admissions & Examinations coordinator- MSc Public Health Nutrition and Policy	+234 814 658 7087	<a href="mailto:aaimam.bch@buk.edu.ng">aaimam.bch@buk.edu.ng</a>
Ahmad Rufa'i Abubakar	Graduate Admissions & Examinations coordinator- MSc Public Health Nursing and Policy	+234 816 280 0885	<a href="mailto:arabubakar.nur@buk.edu.ng">arabubakar.nur@buk.edu.ng</a>
Dr. Musa Usman Umar	Graduate Admissions & Examinations coordinator- MSc Public Mental Health and Policy	+234 803 660 5552	<a href="mailto:muumar.psy@buk.edu.ng">muumar.psy@buk.edu.ng</a>
Dr. Faisal S. Dankishiya	Grants Manager	+234 806 129 7871	<a href="mailto:fdankishiya@yahoo.com">fdankishiya@yahoo.com</a>
Aisha Shuaibu	Accounts Officer	+234 806 412 5105	<a href="mailto:asjimeta2@yahoo.com">asjimeta2@yahoo.com</a>
Muhammed Shittu	ICT Officer	+234 703 120 7156	<a href="mailto:devshittu@gmail.com">devshittu@gmail.com</a>