



**DEPARTMENT OF PAEDIATRICS  
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 Iimin 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
Professor Ibrahim A Gambari	Chancellor
Mahmud Yayale Ahmed, CFR B.Sc., M.Sc., MNIA	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. PhD (BUK), FRGS	Deputy Vice Chancellor (Academic)
Professor Haruna Wakili B.Sc. M.Sc. PhD (BUK), FRGS	Deputy Vice Chancellor (Administration)
Hajiya 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 Paediatrics, 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. Maternal Child 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. Maternal Child Health and Policy Student handbook.

The student handbook will be of immense value to not only students of Maternal Child health and policy but other postgraduate students. 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.

**Dr Mahmud J Gambo**

**Head of Department**

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## 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 credits 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.

## **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 ground. 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, 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, tutorial 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 Paediatrics, Faculty of Clinical 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) Willful 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 test, 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, practicals 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 script(s) to the invigilator before leaving if he 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 into 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 shall gather his 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 are 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 own version of events by completing the appropriate form.
- 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.

### **Category 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 colored 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**

Bayero University, Kano (the University) has zero tolerance to any act of sexual harassment. In its effort to adhere to the global best practices, the University have a policy document (hard copy to be made available to students during registration) 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 policy will serve as re-enforcement of relevant sections of the existing code of conduct for staff and students, dress code and conditions of service 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 harassment 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. However, refer to the sexual harassment policy for the details of sexual harassment reporting procedures, sanctions and other relevant issues.

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

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. The grant will be used to support ACEPHAP's postgraduate programmes and research in population health and policy (covering global health, maternal-child health, public health nutrition, mental health and policy and nursing).

### **SCHOLARSHIP**

Full scholarship (to cover tuition, accommodation, stipend and support for dissertation) will be awarded to regional (non-Nigerian) students. National/Nigerian students will be supported for dissertation.

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

The programme is Master of Science in Maternal Child Health and Policy. It will be domiciled in the Department of Pediatrics (Faculty of Clinical Sciences) but will have contribution of faculty from other departments like Obstetrics and Gynaecology, Community Medicine, Mass Communication, Mathematics and Geography coordinated by the 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.

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

The philosophy of the programme is to provide postgraduate students with critical competences, skills and attitudes for the prevention and control of common maternal and child health challenges. A particular focus is to empower students' capacity in communication, teamwork, leadership and research, with the view of translating research findings into policy.

## **VISION**

The vision of the programme is to produce world class graduates with the capacity and competences to tackle maternal and child health challenges.

## **MISSION**

To produce highly skilled human resources for maternal and child health to achieve sustainable development through linking research findings to policy implementation and the use of state of the art facilities.

## **AIM**

The goal of the programme is to equip the students with the necessary skills and expertise in Maternal, Child health and Policy.

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

The programme objectives are to train postgraduate students to acquire knowledge, skills and competence to:

1. Achieve a reduction in global maternal morbidity and mortality.
2. End preventable deaths and improve survival of newborn and under-5 children.
3. Address and improve the quality of adolescents' health.
4. Conduct research that will address maternal and child health challenges.
5. Translate research findings into policy, advocacy and practice.

## **3. LEARNING OUTCOMES**

By the end of their studies the graduates will be able to

- Discuss the major health and social problems facing women and children from demographic, social, political and community perspectives
- Describe the current structure of MCH services and discuss the core values and strategic objectives that necessitate a special focus on women and children to promote equity in health care
- Learn basic principles of research and epidemiology for addressing maternal and child health problems

- Identify major sources of information related to women and children and use population data to assist in determining the needs of a population for the purpose of designing programs, formulating policy, conducting research and translating research findings to policy

#### **4. ADMISSION REQUIREMENTS:**

A candidate seeking admission into the Academic Master's Degree in Maternal Child Health and Policy Programme must hold:

- I. Basic degree in Health Sciences from Bayero University, or any other recognized University with the following:
  - a. A minimum of Second Class (Lower Division) Degree with a CGPA not below 2.75 on the scale of 0.00 - 5.00 of Bayero University, or any other recognized University (provided the university matriculation requirement is satisfied) in the relevant area
  - b. A minimum of Second Class (Lower Division) 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 with a minimum CGPA of 3.00 (Merit) on a scale of 0.00 – 5.00 (provided the University Matriculation Requirement is satisfied) in the relevant area.
  - c. Third Class Degree plus a good postgraduate diploma at credit level from Bayero University, Kano and a minimum CGPA of 3.50 from any other recognized university (provided the university matriculation requirement is satisfied) in the relevant area.
- II. A Postgraduate Diploma with a minimum of CGPA of 3.50 on a scale of 0.00 to 5.00 and a HND in health sciences with Upper Credit from any recognized institution.
- III. Any other qualifications deemed by the Board of the School of Postgraduate Studies and Senate to be equivalent to.

#### **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. MCH and policy 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, 18 core credits and 6 elective credits).
- d. All students must present at least two seminars and attend four (4) weeks of supervised internship.

## **8. 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 defense of the dissertation (6 credit units).
- c. Presenting seminar on topics of global health importance.

## **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 MATERNAL CHILD HEALTH AND POLICY

### Core Courses

Course Code	Course Title	Units
MCP8301	Safe Motherhood and Child Health	3
MCP8302	Rights and Ethical Issues in Maternal and Child Health	3
MCP8303	Social and Adolescent Health Issues	3
PHP8201	Basic Epidemiology and Statistics	2
PHP8202	Advocacy Skills in Health Policy	2
PHP8203	Research Methodology	2
PHP8205	Health Policy, Process and Power	2
PNP8206	Maternal, Infant, Child and Adolescent Nutrition	3
Total		20

### Elective Courses

Course Code	Course Title	Units
MCP8204	Strategic Leadership and Management in Maternal and Child Health	2
MCP8205	Reproductive Tracts Infections and HIV/AIDS	2
MCP8206	Prevention and Control of Childhood Non-Communicable Diseases	2
MCP8207	Overview and Control of Childhood Vaccine Preventable Infections	2
Total		8

### Year 1 Semester 1

Course Code	Course Title	Units	Remarks
MCP8301	Safe Motherhood and Child Health	3	Core
MCP8303	Social and Adolescent Health Issues	3	Core
PHP8203	Research Methodology	2	Core
PHP8205	Health Policy Process and Power	2	Core
MCP8205	Reproductive Tracts Infections including HIV/AIDS	2	Elective
MCP8207	Overview and Control of Childhood Vaccine Preventable Infections	2	Elective

**Year 1 Semester 2**

Course Code	Course Title	Units	Remarks
PNP8206	Maternal, Infant, Child and Adolescent Nutrition	3	Core
MCP8302	Rights and Ethical Issues in Maternal and Child Health	3	Core
PHP8202	Advocacy Skills in Health Policy	2	Core
	Seminar	0	Core
MCP8204	Strategic Leadership and Management in Maternal and Child Health	2	Elective
MCP8206	Prevention and Control of Childhood Non-Communicable Diseases	2	Elective

**Year 2**

Course Code	Course Title	Units	Remarks
MCP 8600	Dissertation	6	Core
	Internship	0	Required

## DESCRIPTION OF COURSES

Course Code	Course Title	Course Content
MCP8301	Safe Motherhood and Child Health	<ol style="list-style-type: none"> <li>1. Overview of maternal morbidity and mortality Causes of maternal mortality in Africa. Strategies for preventing maternal mortality in Africa. Maternal morbidity with emphasis on VVF/RVF and strategies for its prevention.</li> <li>2. The concept and challenges of MDGs and SDGs</li> <li>3. Perinatal care in low income settings.</li> <li>4. Care of the normal newborn.</li> <li>5. Why our newborns die : Infections in the newborn, Jaundice, Respiratory problems in newborns, Low birth weight deliveries, Large for date infants.</li> </ol>
PNP8206	Maternal, Infant, Child and Adolescent Nutrition	<ol style="list-style-type: none"> <li>1. Preconceptional nutrition interventions for adolescent.</li> <li>2. Nutrition in pregnancy and postpartum including fetal nutrition</li> <li>3. Nutritional needs of healthy infants and children.</li> <li>4. Breast Feeding/Complimentary feeding (Formula Feeding and weaning practices).</li> <li>5. Malnutrition in children and Adolescents(severe acute malnutrition, maternal, child and adolescents overweight and obesity.</li> <li>6. Micronutrients nutrition and deficiencies.</li> <li>7. Introduction to nutrition education and counselling for individuals and community</li> <li>8. Introduction to population nutrition intervention strategies. Healthy eating and physical activity</li> </ol>
PHP 8201	Basic Epidemiology and Statistics	<ol style="list-style-type: none"> <li>1. Epidemiology – Definitions, Origins, Basic Concepts and Use/ Application</li> <li>2. Cause and Effect in Epidemiology</li> <li>3. Disease prevalence and incidence measures of association</li> <li>4. Interpretation of a measure in epidemiology</li> <li>5. Epidemiological basis of disease causation and control</li> </ol>

		<ol style="list-style-type: none"> <li>6. Epidemiological study designs</li> <li>7. Introduction, definitions, descriptive statistics</li> <li>8. Summary of simple data sets using appropriate diagrammatic methods and appropriate summary statistics</li> <li>9. Population and sample, population parameters and sample statistics and sampling variability.</li> <li>10. Hypothesis testing, statistical testing and confidence interval estimation</li> </ol>
PHP8203	Research Methodology	<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. Organizing and Coding Data and NVivo workshop</li> </ol>
MCP8302	Rights and Ethical Issues In Maternal and Child Health	<ol style="list-style-type: none"> <li>1. Health Policies. Health Care Law. Legal Considerations in cases of Rape, Incest, Abortion, adoption, Spousal abuse</li> <li>2. Maternal-Child health Health and the Constitution, Historical background. Women's right issues. Women's health issues. Sexuality education.</li> <li>3. Group empowerment. Responsible parenthood. Gender Violence. . Skills acquisition. Counseling skills.</li> </ol>

		<ol style="list-style-type: none"> <li>4. Child rights, Adoption and foster care, Ethical issues in relation to neglect, maltreatment, abuse and addiction,</li> <li>5. Palliative and end of life issues, Decision making in extreme situations (continuation, withholding or withdrawing life support measures), Ethical regulations governing research and medical interventions involving children.</li> </ol>
MCP8302	Social and Adolescent Health Issues	<ol style="list-style-type: none"> <li>1. Child labour, abuse and neglect, trafficking; prostitution, Rape and sexual violence, Teenage pregnancy</li> <li>2. Almajiri system,</li> <li>3. Refugee and internally displaced children,</li> <li>4. Children with special needs,</li> <li>5. Organization of adolescents health care and transitional services, Adolescence and chronic health problems</li> <li>6. Communicating with adolescents. Adolescents psychology, Psycho-social problems of the adolescence, Balanced gender relationship. Sexual dysfunction in adolescents,</li> <li>7. Disorders of emotions – Stress related disorders, depression, suicidal behaviour, conduct disorders in early childhood, aggressive behaviour, variations in sexual adaptation. Substance abuse.</li> </ol>
MCP8205	Reproductive Tract Infections Including HIV/AIDs	<ol style="list-style-type: none"> <li>1. Overview of STIs. Environmental determinants of STIs. Classification and detection of bacteria related to the reproductive tract. Classification and detection of viruses related to the reproductive tract. Treatment modalities of STIs. Preventive measures in STIs.</li> <li>2. Epidemiology of HIV/AIDs</li> <li>3. Overview of Mother to child transmission of HIV and Strategies for PMTCT</li> </ol>

MCP8204	Strategic Leadership and Management In Maternal and Child Health	<ol style="list-style-type: none"> <li>1. Definition and types of Leadership Skills</li> <li>2. Core Leadership disciplines of personal mastery, mental models, shared vision, systems thinking and team learning.</li> <li>3. Promoting institutional (community) change through analysis of critical constraints, (establishing strategic objectives and key moves and developing a learning organization for program implementation and management in maternal and child health</li> <li>4. Managing the health team.</li> </ol>
MCP8206	Prevention and Control Of Childhood Non-Communicable Diseases (Ncds)	<ol style="list-style-type: none"> <li>1. Burden of NCDs. Diagnostic and treatment challenges of childhood NCDs in a low resource setting.</li> <li>2. Primary prevention: unhealthy eating, physical inactivity, tobacco, alcohol abuse, pre-marital screening. Secondary prevention: Newborn screening, diagnosis and treatment, educational campaign. Tertiary prevention: grassroots community development approach, the value of international cooperation.</li> <li>3. Control and prevention of common NCDs: Sickle cell disease, Cancer, Diabetes, Heart disease, Asthma</li> </ol>
MCP8207	Overview and Control Of Childhood Vaccine Preventable Infections	<ol style="list-style-type: none"> <li>1. Overview of vaccine preventable infections. The impact on the community. Immunization programmes.</li> <li>2. Infection control guidelines. Misuse of antibiotics. Infectious disease exposures and outbreaks. Cleaning, sanitizing and disinfection.</li> <li>3. Food safety in childcare settings and schools. Daycare centers and disease transmission.</li> </ol>
PHP8205	Health Policy, Process and Power	<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> <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</li> </ol>

		<p>‘bottom-up’ perspectives, beyond ‘top-down’ and ‘bottom-up’, Principal–agent theory, challenges of implementation)</p> <ol style="list-style-type: none"> <li>11. The policy sub-system or advocacy coalition framework</li> <li>12. Evaluating health policies</li> </ol>
PHP8202	Advocacy Skills For Health Policy	<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>

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## DESIRED COMPETENCIES

COURSE	LEARNING OBJECTIVES	OUTCOME INDICES	DESIRED COMPETENCIES		
			Knowledge (%)	Comprehension(%)	Application (%)
Safe Motherhood and Child Health	<ol style="list-style-type: none"> <li>1. Define: maternal mortality, perinatal mortality, infant and under-5 mortality</li> <li>2. List common causes of maternal, newborn and under-5 mortality</li> <li>3. Describe methods of measuring vital statistics</li> <li>4. Describe and explain the key strategies of reducing maternal, perinatal and infant mortality</li> <li>5. Learn the concept, indicators, targets and challenges of MDG and SDG</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand maternal, perinatal, infant and under 5 morbidity and mortality definitions</li> <li>2. Outline various strategies for reducing maternal, perinatal and infant mortality</li> <li>3. Become conversant with the concept of MDG and SDG</li> </ol>	40	40	20
Maternal, Child and Adolescent Nutrition	<ol style="list-style-type: none"> <li>1. Describe the preconceptional nutritional intervention for adolescents</li> <li>2. Describe and explain the key nutritional issues affecting pregnant and postpartum women and the fetus.</li> <li>3. Learn about the nutritional needs of healthy infants and children</li> <li>4. Describe good infant and young child feeding from breast feeding to weaning practices</li> <li>5. Learn the types malnutrition affecting children and adolescents</li> <li>6. Learn about macronutrients and the effects of their deficiency</li> <li>7. Learn the key concepts of nutrition education and counselling at individual and community levels</li> <li>8. Learn the concepts of population nutrition intervention strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the preconceptional nutritional intervention for adolescent girls</li> <li>2. Understand the key nutritional issues affecting pregnant and postpartum women and the fetus</li> <li>3. Understand nutritional needs of infants and children</li> <li>4. Understand and appreciate infant and young child feeding practices</li> <li>5. Understand the causes and consequences of malnutrition in children and adolescents</li> <li>6. Appreciate the key concepts of nutrition education and counselling at individual and community levels</li> <li>7. Plan intervention strategies for improved population nutrition</li> </ol>	30	30	40

		outcome			
Social and Adolescent Health Issues	<ol style="list-style-type: none"> <li>1. To describe health and social issues of adolescents such as abuse , child labor, neglect, trafficking, prostitution, rape and teenage pregnancy</li> <li>2. To describe social and health implications of the Almajiri system of Islamic education</li> <li>3. To describe social and health implications of refugees and internally displaced persons (IDPs)</li> <li>4. To learn the social and health issues of children with special needs</li> <li>5. To learn the principles of organization of adolescent health care and transitional services</li> <li>6. To learn about adolescents psychology, psychosocial problems and balanced gender relationships.</li> <li>7. To describe methods of communicating with adolescents with psychosocial problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the health and social issues such as child abuse , child labor, neglect, trafficking, prostitution, rape and teenage pregnancy</li> <li>2. Understand the health and social implications of the Almajiri system, refugees and IDPs</li> <li>3. To be able to organize adolescent health care services</li> <li>4. To understand adolescent psychology, psychosocial problems, gender relationship</li> <li>5. To understand methods of communication with adolescents with psychosocial problems</li> </ol>	50	30	20
Rights and Ethical Issues in Maternal and Child Health	<ol style="list-style-type: none"> <li>1. To describe the legal considerations in cases of rape, incest, abortions, adoption and spousal abuse</li> <li>2. To learn the constitutional implications of maternal and child health</li> <li>3. Describe group empowerment concerning responsible parenthood and gender violence</li> <li>4. To learn ethical issues in relation to child rights, adoption and foster care</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the legal considerations in cases of rape, incest, abortions, adoption and spousal abuse</li> <li>2. Understand group empowerment concerning responsible parenthood and gender violence</li> <li>3. Appreciate ethical issues in relation to child rights, adoption and foster care</li> </ol>	50	40	10
Basic Epidemiology and Statistics	<ol style="list-style-type: none"> <li>1. Summarize simple data sets using appropriate diagrammatic methods and appropriate summary statistics</li> <li>2. Differentiate between population and sample; population parameters and sample statistics and determine sampling variability.</li> <li>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.</li> <li>4. Understand the basic concepts of Epidemiology and describe its general</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the basic concepts of Epidemiology and study designs</li> <li>2. Appreciate the role of Epidemiology as the Quantitative science underpinning much of public health practice</li> <li>3. Understand the Epidemiological basis of disease causation and control</li> </ol>	30	30	40

	<p>applications</p> <p>5. Understand the Epidemiological basis of disease causation and control</p> <p>6. Understand the various forms of study designs</p>	<p>4. Appreciate the basic methodological tools of Epidemiology</p> <p>5. Collate, analyze and interpret Epidemiological data from different sources</p>			
Research Methodology	<p>1. Describe the concept of research and how it is conducted.</p> <p>2. Know how to develop a research proposal, collect data, analyze 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 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>	<p>1. Develop researchable problems and topics.</p> <p>2. Use appropriate research approach(es) for problem solving.</p> <p>3. Appropriate use of quantitative and qualitative research methodology.</p> <p>4. Efficient use of software for both quantitative and qualitative data analysis.</p>	30	30	40
Reproductive Tracts Infections and HIV/AIDS	<p>1. To learn the types and determinants of STIs</p> <p>2. To learn the classification and detection of microorganisms affecting the reproductive tract</p> <p>3. Describe modalities of treatment and prevention of STIs including syndromic management</p> <p>4. To describe the epidemiology of HIV/AIDS nationally, regionally and globally</p> <p>5. Describe the mode of transmission and risk factors of MTCT</p> <p>6. Describe the STRATEGIES of PMTCT</p>	<p>1. Understand the different types of STIs and their determinants</p> <p>2. Develop modalities for STIs treatment</p> <p>3. Establish strategies of PMTCT</p>	40	40	20
Strategic leadership and management in maternal and child health	<p>1. To define leadership and the different types of leadership styles</p> <p>2. To understand the basis of mental models, shared vision, systematic thinking and team learning</p> <p>3. To describe ways of promoting institutional changes through analysis of critical constraints</p> <p>4. To learn about strategies OF maternal and child health TEAM approaches and management</p>	<p>1. To understand different leadership styles</p> <p>2. To understand mental models, shared vision, systematic thinking and team learning in MCH</p> <p>3. To be able to promote institutional changes through analysis of critical constraints</p>	40	30	30

Prevention and Control of Childhood Non-Communicable Diseases	<ol style="list-style-type: none"> <li>1. Describe the epidemiology of Childhood NCDs</li> <li>2. Enumerate the different types of NCDs and their risk factors</li> <li>3. Describe and discuss the diagnostic and treatment challenges of childhood NCDs in low resource settings</li> <li>4. To learn the principle of primary, secondary and tertiary prevention of childhood NCDs</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the epidemiology of childhood NCDs</li> <li>2. Appreciate the risk factors and type of childhood NCDs</li> <li>3. Understand the challenges of management of childhood NCDs in low resource settings</li> <li>4. Understand the prevention of childhood NCDs and its challenges</li> </ol>	50	40	10
Overview and Control of Childhood Vaccine Preventable Infections	<ol style="list-style-type: none"> <li>1. To learn an overview of vaccine preventable infections</li> <li>2. To learn the different types of immunization programmes and their challenges</li> <li>3. To describe the guidelines and principles of infection control</li> <li>4. To learn the principles of food safety in child care settings</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand of epidemiology vaccine preventable infections</li> <li>2. Appreciate the different immunization programme</li> <li>3. Understand the guideline and principles of infection control</li> </ol>	50	40	10
Health Policy Process and Power	<ol style="list-style-type: none"> <li>1. Describe and explain the key principles of a diverse range of international and national health policies, including current and emerging trends.</li> <li>2. Learn to use multidisciplinary approach to formulate, design, implement, evaluate and appraise health policies and plans;</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the key principles of a diverse range of international and national health policies.</li> <li>2. Be able to use a multidisciplinary approach to formulate, design, implement, evaluate and appraise health policies and plans;</li> <li>3. Have written and verbal competences to assess and communicate empirical evidence to consolidate and appraise issues of health policy;</li> </ol>	40	30	30
Advocacy Skills for Health Policy	<ol style="list-style-type: none"> <li>1. Explain the key principles and types of advocacy in health policy</li> <li>2. Demonstrate ability to use conceptual and theoretical knowledge to develop, monitor and evaluate advocacy for health policy through a</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the principles and types of advocacies in health policy.</li> <li>2. Know how to use conceptual and theoretical knowledge in</li> </ol>	30	30	40

	<p>multidisciplinary approach.</p> <p>3. Describe how to develop and apply strategies for advocacy in health policy through a written and verbal approach.</p>	<p>development, monitoring and evaluation of health policy.</p> <p>3. Acquire written and verbal skills that can be used for effective advocacy.</p>			
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### STAFF COMPOSITION

SN	NAME	QUALIFICATION	RANK
1.	Prof Ibrahim Yakasai	MBBS, MSc, FWACS , FRCOG	Professor
2.	Prof Hadiza S. Galadanci	MBBS, MSc, FWACS, FRCOG	Professor
3.	Prof Jamilu Tukur	MBBS, MSc, FWACS	Professor
4.	Prof Ibrahim Said	MBBS, FWACS	Professor
5.	Prof Zakari Muhammad	MBBS, FWACS	Professor
6.	Dr. Idris Abubakar	MBBS, FWACS	Associate Professor
7.	Dr. Aliyu Labaran	MBBS, FWACS	Associate Professor
8.	Dr. Idris Takai	MBBS, MSc, FWACS	Associate Professor
9.	Dr. Garba Digol	MBBS, FWACS	Associate Professor
10.	Dr. SA Shuaibu	MBBS, FWACS	Senior Lecturer
11.	Dr. Umar Usman	MBBS, FWACS	Senior Lecturer
12.	Dr. Natalia Adamou	MBBS, FWACS	Senior Lecturer
13.	Dr. Attah Raphael	MBBS, FWACS	Senior Lecturer
14.	Dr. Murtala Yusuf	MBBS, FWACS	Senior Lecturer
15.	Dr. Sulaiman Daneji	MBBS, FWACS	Lecturer I
16.	Prof Muuta Ibrahim	MBBS, FWACP	Professor
17.	Prof Raymond Belonwu	MBBS, FWACP	Professor
18.	Prof M.O Asani	MBBS, FWACP	Professor
19.	Dr. G. D Gwarzo	MBBS, FWACP	Associate Professor
20.	Dr. Ibrahim Aliyu	MBBS, FWACP	Associate Professor
21.	Dr. M. Gambo	MBBS, FWACP	Associate Professor
22.	Dr. U. A Shehu	MBBS, FWACP	Associate Professor
23.	Dr. Fatima H. Hanga	MBBS, FWACP	Senior Lecturer
24.	Dr. Zubaida Farouk	MBBS, FWACP	Senior Lecturer
25.	Dr. Kabir Masokano	MBBS, FWACP	Senior Lecturer
26.	Dr. I. Umar	MBBS, FWACP	Senior Lecturer
27.	Dr. PN Obiagwu	MBBS, FWACP	Senior Lecturer
28.	Prof Aisha Abdu Isma'il	PhD	Professor
29.	Dr Maikano Madaki	PhD	Assoc. Professor
30.	Saidu Ahmad Dukawa PhD	PhD	Senior Lecturer

**STUDENT LIASON OFFICER: Samina Mahmud Yayale**