

**University of Oxford**

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Master of Science in Global Healthcare Leadership

**Advancing Global Healthcare Leadership: Enhancing Evidence-Based Practice**

**Competencies in Postgraduate Programmes for Non-Clinical Executives**

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This dissertation has been submitted to the University of Oxford in partial fulfilment of the requirement for the award of the degree of Master of Science in Global Healthcare Leadership.

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### **Declaration**

I hereby declare that all sources used in the preparation of this dissertation have been duly acknowledged within the text and listed in the references. This dissertation is my original work and does not exceed 10,000 words in length.

I have made minor punctuation corrections, updated table notes for clarity, and made minor textual revisions for improved readability (7 November, 2024)

### **Dedication**

This dissertation is dedicated to the scholars and practitioners  
of global healthcare leadership.

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## Lay Summary

Global healthcare systems necessitate an innovative approach to leadership, particularly for non-clinical executives, to address growing complexities worldwide. Evidence-based practice combines the best known research with clinical expertise and patient values. There is a need to add evidence-based practice to postgraduate programme curricula to train healthcare leaders in best practices for decision-making, especially non-clinical executives.

This dissertation explores university postgraduate global healthcare leadership programme websites to learn the extent to which evidence-based practice competencies are incorporated into the programmes. A textual content analysis was conducted in review of 114 programmes at 108 universities. The findings reveal a noteworthy gap in the engagement of evidence-based competencies in non-clinical executive leader training.

As an academic field, *global healthcare* is relatively new and has fewer programmes than domestic healthcare or public health. Its development has accelerated in recent decades, prompted by the increasing complexity of cross-border healthcare delivery. In contrast, *global leadership* has established itself as a distinct academic field, driven by the demand for internationally operating firms to develop global strategies, compete globally, and address the deficiency in specialised leadership (Reiche et al., 2017, p. 555). Strategic governance across countries, unlike domestic value chains that operate within a single nation, requires knowledgeable global leadership, which exposes the complexities in leading the global enterprise (Gereffi, Humphrey, & Sturgeon, 2005).

As a result, the study advocates for the recognition of Global Healthcare Leadership as an academic discipline or field of study. Global Healthcare Leadership is an interdisciplinary model in which Global Healthcare, Global Leadership, and Evidence-Based Practice collectively form the field of Global Healthcare Leadership. The dissertation concludes that an integrated, interdisciplinary approach is crucial for preparing non-clinical executives to address the multifaceted challenges of global healthcare.

The growing recognition of global healthcare leadership as a distinct academic discipline has driven the integration of global healthcare and global leadership competencies into postgraduate programmes. There is a rising emphasis on incorporating evidence-based practice to cultivate scholar-practitioners. The dissertation urges that the academic discipline train scholar-practitioners ready for leading in the global healthcare milieu.

## **Abstract**

Global healthcare systems necessitate an innovative approach to leadership, particularly for non-clinical executives, to address growing complexities worldwide. Evidence-based practice combines the best known research with clinical expertise and patient values. There is a need to add evidence-based practice to postgraduate programme curricula to train healthcare leaders in best practices for decision-making, especially non-clinical executives.

This dissertation explores university postgraduate global healthcare leadership programme websites to learn the extent to which evidence-based practice competencies are incorporated into the programmes. A textual content analysis was conducted in review of 114 programmes at 108 universities. The findings reveal a noteworthy gap in the engagement of evidence-based competencies in non-clinical executive leader training.

As a result, the study advocates for the recognition of Global Healthcare Leadership as an academic discipline or field of study. Global Healthcare Leadership is an interdisciplinary model in which Global Healthcare, Global Leadership, and Evidence-Based Practice collectively form the field of Global Healthcare Leadership. The dissertation concludes that an integrated, interdisciplinary approach is crucial for preparing non-clinical executives to address the multifaceted challenges of global healthcare.

The growing recognition of global healthcare leadership as a distinct academic discipline has driven the integration of global healthcare and global leadership competencies into postgraduate programmes. There is a rising emphasis on incorporating

evidence-based practice to cultivate scholar-practitioners. The dissertation urges that the academic discipline train scholar-practitioners ready for leading in the global healthcare milieu.

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## Chapter 1

### Setting the Stage: Context and Rationale for the Study

#### 1.1 Introduction

The complexity of global healthcare systems requires bold, innovative leadership from non-clinical executives. This dissertation critically examines the inclusion of evidence-based practice competencies in global healthcare leadership postgraduate programmes. The study focused on training programmes for non-clinical executive leaders to identify and apply scientific findings in practice.

Postgraduate education is essential for global healthcare leaders. Without it, non-clinical executives rely solely on past experiences, lacking the knowledge and resources provided by formal education. The opportunity to test knowledge (i.e., knowledge translation) in the scholarly context is invaluable to the executive.

#### 1.2 Research Problem and Objectives

During nearly 40 years of active healthcare business, I have never encountered a business model that embedded evidence-based practice in decision-making. Evidence-based practice was rarely mentioned, nor do I recall any executive or director being formally trained in global healthcare, global leadership, or evidence-based practice. Regrettably, I was not taught evidence-based practice before the Master of Science in Global Healthcare Leadership programme at the University of Oxford. I am now keen to apply the evidence-based practice competencies I have gained to the context of executive leadership and management and board-level corporate governance in global healthcare.

I submitted an abstract for the Global Evidence Summit (2024), held from September 10-13, 2024, in Prague, Czech Republic. The abstract was accepted, and I was selected to deliver an oral presentation on the findings of this research project. This information has been included in Appendix A to commemorate this significant milestone in the dissertation. I recently accepted a role as an Advisory Board Member to the Trade Connect Cambridge Conferences and Panellist Participation Scheduled for October 5, 2024, to discuss global healthcare leadership. See Appendix B.

Despite proven benefits, evidence-based practice remains insufficiently integrated into postgraduate global healthcare leadership programmes. The knowledge gap results in leaders who are unprepared to make informed decisions in complex, multinational healthcare settings, thereby compromising long-term global healthcare delivery (Nunan, Jackson, & Heneghan, 2020). The absence of evidence-based practice competencies in the reviewed programmes exposes a systemic issue in the academic design of global healthcare leadership academic resources.

### **1.3 Rationale for the Study**

As an academic field, *global healthcare* is relatively new and has fewer programmes than domestic healthcare or public health. Its development has accelerated in recent decades, prompted by the increasing complexity of cross-border healthcare delivery. In contrast, *global leadership* has established itself as a distinct academic field, driven by the demand for internationally operating firms to develop global strategies, compete globally, and address the deficiency in specialised leadership (Reiche et al., 2017, p. 555). Strategic

governance across countries, unlike domestic value chains that operate within a single nation, requires knowledgeable global leadership, which exposes the complexities in leading the global enterprise (Gereffi, Humphrey, & Sturgeon, 2005).

The university programme websites reviewed support this distinction. Programmes modules with a global focus address issues from a worldwide perspective, encompassing both international (Oxford University Press, 2024a) and multinational (Oxford University Press, 2024b) contexts. In contrast, programmes without this defined focus commonly emphasise national policies and leadership within a single country, indicating a domestic orientation.

While international programmes cover cross-border interactions and collaborations, the definitions of "international" (*inter*; between or among nations) and "multinational" (*multi*; involving many nations) can blur, particularly regarding corporate operations in multiple countries (Krippendorff, 2018). However, most international and multinational programmes reviewed do not adopt a fully global (encompassing the entire world) perspective (Oxford University Press, 2024c).

Consequently, structured academic training rooted in scholarly discourse engaging exegetical work within a formal academic discipline provides the threshold for advancement in knowledge translation. The scholar-practitioner mind is required for best practices in global healthcare leadership. Developing best practices necessitates proper exegetical work to cultivate leaders highly competent in evidence-based practice. To address the global healthcare system requirements, a formal acknowledgement of a field of study is

a threshold requirement. Thus, the academic discipline proper is to be recognised as *Global Healthcare Leadership*, with three foundational disciplines—*global healthcare*, *global leadership*, and *evidence-based practice*—constituting a rigorous interdisciplinary field of study.

#### **1.4 Significance of the Study**

This study identifies gaps in incorporating evidence-based practice competencies within postgraduate programmes for global healthcare leadership. The findings are of practical importance for improving the pedagogical (instructional strategies, curriculum design, and educational approaches) approach to training non-clinical executives. The study introduces an interdisciplinary academic model—global healthcare leadership—that synthesises theoretical knowledge with practical approaches, particularly for non-clinical executives, leading to better outcomes in the global healthcare system.

#### **1.5 Research Question**

*How are global healthcare, global leadership, and evidence-based practice competencies characterised and integrated within accredited postgraduate programmes in global healthcare leadership, particularly for non-clinical executives, worldwide?*

#### **1.6 Hypothesis**

*Accredited postgraduate programmes in global healthcare leadership do not sufficiently integrate global healthcare, global leadership, and evidence-based practice in the training of non-clinical executives.*

### **1.7 Sequential Approach to Hypothesis Testing**

This study, as the initial phase in a sequential approach, examines how university postgraduate global healthcare leadership websites inform learners about the inclusion of essential programme components, such as global healthcare, global leadership, and evidence-based practice, providing initial evidence for the hypothesis that can be further explored with access to complete curricula for review (Mengist, Soromessa, & Legese, 2020; Kusmaryono, Wijayanti, & Maharani, 2022).

### **1.8 Overview of the Dissertation Structure**

The study aligns three academic fields—global healthcare, global leadership, and evidence-based practice—to explore and integrate competencies in postgraduate programmes for effective global healthcare leadership.

## Chapter 2

### **Evolving Perspectives: From Scoping Review to Textual Content Analysis**

#### **2.1 Introduction**

This chapter explains the literature review, which began as preparation for a scoping review of peer-reviewed articles on global healthcare leadership postgraduate programmes. As the assessment progressed, it developed into a discursive narrative analysis, leading to a textual content analysis of grey literature, specifically focusing on university programme websites.

#### **2.2 Scoping Review and Curricula Analysis**

The intent for developing a scoping review was to identify and map available global healthcare leadership programmes and analyse curricula for evidence-based practice competencies. This involved systematic searches in PubMed (2024), Google Scholar (2024), ERIC (2024), and the Bodleian SOLO (2024) library. The priority was on gathering information from these databases on existing literature and programme offerings in this field (Peters et al., 2015). After discussing the scarcity of peer-reviewed literature with dissertation supervisor Dr David Nunan, it was agreed to deviate from the initial protocol for the scoping review and curricular analysis.

#### **2.3 Discursive Narrative Literature Review**

The insufficient number of academically oriented articles for a comprehensive scoping review led to the decision to conduct a discursive narrative literature review, with the potential inclusion of a curricula analysis (Booth et al., 2016). The purpose was to

synthesise themes from grey literature to gain insights into the representation and significance of evidence-based practice in these programmes and to explore how programmes articulate their focus on evidence-based practice and its relevance to non-clinical executives.

The intent was to discern how evidence-based practice is characterised and integrated into curricula within contextual frameworks. However, peer-reviewed articles had not been published and curricula were not publicly available. Hence, it was necessary to discontinue the narrative literature review.

#### **2.4 Textual Content Analysis**

A transition to a textual content analysis of programme websites (i.e., primary grey literature sources) was made to determine how global healthcare, global leadership, and evidence-based practice are presented and integrated into global healthcare leadership programmes. Here, I assessed the language (words utilised), programme and module descriptions, and the display of related content (Hsieh & Shannon, 2005). The exegetical analysis supplied insights into whether the programmes address the needs of non-clinical executives.

#### **2.5 Evolution and Recalibration**

The evolution was driven by the realisation that evidence-based practice was underrepresented in peer-reviewed articles and that scholarly work on global healthcare leadership as an academic discipline was scarce. This prompted a recalibration to address

foundational issues in formalising global healthcare leadership as a recognised academic discipline.

## Chapter 3

### Methodological Blueprint: Navigating Grey Literature Research

#### 3.1 Introduction

The chapter outlines a systematic textual content analysis of postgraduate programme websites to gather, evaluate, and interpret the information needed to answer the research question.

#### 3.2 Research Design

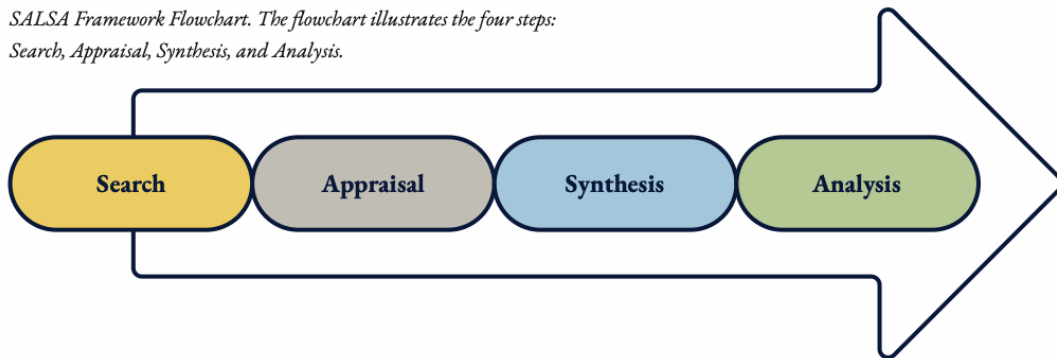
Kuckartz's *Qualitative Text Analysis: A Guide to Methods, Practice, and Using Software* (2014) describes structured categorisation techniques. Yan and Wildemuth (2024) emphasise transparency and reliability in identifying themes and patterns within texts. Weber, Kuckartz, Yan and Wildemuth have all contributed to applying textual content analysis to this research question. As a research design, textual content analysis facilitates a comprehensive review of publicly available information, consolidates programme data, and provides a foundation for further research (Bowen, 2009; Molina, 1994).

#### 3.3 SALSA Framework

The SALSA framework—Search, Appraisal, Synthesis, and Analysis—depicted in Figure 1, was used to identify and systematically evaluate relevant postgraduate programmes on university websites. This framework offers a structured method for narrative content analysis (Mengist, Soromessa, & Legese, 2020).

**Figure 1**

*SALSA Framework Flowchart. The flowchart illustrates the four steps: Search, Appraisal, Synthesis, and Analysis.*



### 3.3.1 Search

The search process identified relevant postgraduate programmes by defining clear search terms. Google Chrome (Google, 2024) was used as the search tool on macOS Monterey (Apple Inc., 2024). Search terms included "global healthcare leadership," "global leadership," "evidence-based practice," "evidence-based healthcare," "executive," "non-clinical executive," and related terms. Boolean operators and search strings optimised the

identification of relevant programmes (see Table 1).

**Table 1**

*Sample Boolean Search Queries for Identifying Relevant Programmes*

<b>Boolean Search Queries for Identifying Relevant Programmes</b>		
<b>Global Leadership</b>	<b>Global Healthcare Leadership</b>	<b>Evidence-Based Practice</b>
<p>("global leadership" AND ("postgraduate" OR "graduate" OR "master's" OR "doctoral" OR "PhD") AND ("program" OR "programme" OR "degree") AND ("United Kingdom" OR UK OR USA OR "United States" OR Africa OR Asia OR worldwide) AND ("university" OR "college" OR "institution" OR "academic"))</p> <p>("global leadership" AND ("master") AND ("program" OR "programme" OR "degree") AND ("United Kingdom" OR UK OR USA OR "United States" OR Africa OR Asia OR worldwide) AND ("university" OR "college" OR "institution" OR "academic"))</p> <p>"global leadership" master degree</p>	<p>("global healthcare leadership" AND ("postgraduate" OR "graduate" OR "master's" OR "doctoral" OR "PhD") AND ("program" OR "programme" OR "degree") AND ("United Kingdom" OR UK OR USA OR "United States" OR Africa OR Asia OR worldwide) AND ("university" OR "college" OR "institution" OR "academic"))</p> <p>("global healthcare leadership" AND ("master") AND ("program" OR "programme" OR "degree") AND ("United Kingdom" OR UK OR USA OR "United States" OR Africa OR Asia OR worldwide) AND ("university" OR "college" OR "institution" OR "academic"))</p> <p>"global healthcare leadership" master degree</p>	<p>("evidence-based medicine" OR "EBM" OR "evidence-based practice" OR "EBP" OR "evidence-based health" OR "evidence-based health care") AND ("postgraduate" OR "graduate" OR "master's" OR "doctoral" OR "PhD") AND ("program" OR "programme" OR "degree") AND ("United Kingdom" OR UK OR USA OR "United States" OR Africa OR Asia OR worldwide) AND ("university" OR "college" OR "institution" OR "academic"))</p> <p>("evidence-based medicine" OR "EBM" OR "evidence-based practice" OR "EBP" OR "evidence-based health" OR "evidence-based health care") AND master degree</p> <p>("evidence-based medicine" OR "EBM" OR "evidence-based practice" OR "EBP" OR "evidence-based health" OR "evidence-based health care") AND master degree and UK</p>

Each Search Engine Results Page (SERP) was accessed and scanned through multiple pages of organic results. Relevant programme sites were selected based on predefined criteria. Applicable programmes were logged for further analysis.

### 3.3.2 Appraisal

The appraisal evaluated the relevance of identified programmes by assessing their content—programme names, modules, focus, and faculty expertise (i.e, criteria)—in the context of the research question.

### **3.3.3 Synthesis**

The synthesis integrated the findings grouping them based on criteria, revealing overarching patterns, similarities, and differences (Krippendorff, 2018).

### **3.3.4 Analysis**

A scoring system (i.e., a rubric) facilitated measuring the programme name, programme modules, programme focus, and faculty expertise for select postgraduate offerings.

## **3.4 Rationale for the Scoring System**

I developed a four-point scale (i.e., the rubric) to measure criteria. An independent validity and reliability test has not been conducted. The scoring system assigns points (e.g., 0, 1, 2, 3) based on relevant keywords and descriptions, as detailed in Table 2.

Table 2

*Scoring Rubric Criteria for Evaluating Global Healthcare Leadership Programmes*

Criterion	Score 0	Score 1	Score 2	Score 3
<b>Programme Name</b>				
Global	Not Mentioned			Mentioned in programme name.
Healthcare	Not Mentioned			Mentioned in programme name.
Leadership	Not Mentioned			Mentioned in programme name.
Evidence-Based Practice	Not Mentioned			Mentioned in programme name.
<b>Programme Modules</b>				
Global Healthcare	Not Mentioned	Mentioned in description.	Mentioned in title.	Mentioned in the title and description.
Global Leadership	Not Mentioned	Mentioned in description.	Mentioned in title.	Mentioned in the title and description.
Evidence-Based Practice	Not Mentioned	Mentioned in description.	Mentioned in title.	Mentioned in the title and description.
<b>Programme Focus</b>				
Non-Clinical Executive	Not Mentioned	Suitable for non-clinical roles, but not explicitly stated	Non-clinical executives are part of a broader target audience	Programme is primarily designed for non-clinical executives
Location	Not specified	Outside UK or USA	In USA	In UK
Modality	Not specified	Online only	On-campus only	Hybrid (On-campus + Online)
Accreditation Status	Not Mentioned.	Module but not programme	One-two accreditation(s)	Triple accreditation
<b>Faculty Expertise</b>				
Global Healthcare	Not Mentioned	Relevant experience, no doctorate	Doctorate, not aligned	Doctorate, fully aligned
Global Leadership	Not Mentioned	Relevant experience, no doctorate	Doctorate, not aligned	Doctorate, fully aligned
Evidence-Based Practice	Not Mentioned	Relevant experience, no doctorate	Doctorate, not aligned	Doctorate, fully aligned

After conducting Boolean searches and thoroughly reviewing the results, 114 programmes were compiled and categorised based on criteria such as the presence of terms like "global," "healthcare," and "leadership" in programme and module titles and descriptions. Additional factors included accreditation status, modality of instruction (online, on-campus, or hybrid), programme location, and faculty expertise.

The rubric assigned scores based on the inclusion of specific keywords. For example, a programme featuring all four keywords—global, healthcare, leadership, and

evidence-based practice—could receive a maximum score of 12, with 3 points for each keyword. Course titles and descriptions were evaluated with points granted for relevant terms. The resulting scores were recorded in Google Sheets (2024), offering a comprehensive overview of each programme's alignment with the research criteria.

### **3.5 Ethical Considerations**

While this study relied on publicly available data from university websites, ethical considerations transparency, accuracy, and respect for source material were observed to ensure research integrity.

### **3.6 Data Privacy**

Data privacy and confidentiality were maintained by focusing solely on publicly available information from university websites, with programme content and analysis being the primary focus.

### **3.7 Modality Scoring**

Modality was scored based on the mode of delivery: a score of 1 for online-only programmes, 2 for on-campus-only programmes, and 3 for hybrid programmes (on-campus with online components). If the modality was not mentioned, the score was 0.

I scored on-campus in-person learning supplemented by online components as the highest in the rubric determined to be a more effective method of learning than online-only or on-campus-only modalities, as it combines the best aspects of both approaches. I arrived at this conclusion through personal experiences as a student in online-only, on-campus-only, and hybrid learning environments and as a professor in masters and doctoral level

course instruction based on experiential and practical insights rather than formal research studies.

A brief cursory review of peer-reviewed articles states that thoughts about forms of learning garnered these positive results: students have positive responses to hybrid learning (Krisna, 2024), accessibility and equity are provided to bridge the digital divide (Jones, 2010), promotes innovative learning experiences (Chauhan, 2023), superior overall learning effectiveness (Raes, 2022; Dziuban et al., 2015); and one negative result: challenges in feelings of isolation and screen fatigue (Lei & Lei, 2019).

### **3.8 Empirical Support for Likert Scale in Content Analysis Methodology**

I developed an aggregate score range with five levels—Very Low (0-7), Low (8-17), Moderate (18-27), High (27-36), and Very High (37-42)—to measure the programme's alignment with the hypothesis (see Table 3 on page 28). Empirical studies support the use of the Likert scale for its balance of simplicity, minimisation of response, and central tendency bias, making it effective for the content analysis (Preston & Colman, 2000; Hartley, 2013; Kusmaryono, Wijayanti, & Maharani, 2022; Braun & Clarke, 2006, p. 80).

**Table 3***Aggregate Score Range Levels*


---

Score Range	Level	Description
0-7	Very Low	Programme meets few criteria; major improvements needed.
8-17	Low	Programme meets some criteria but lacks thorough coverage.
18-27	Moderate	Programme meets several criteria adequately; room for improvement.
28-36	High	Programme meets most criteria well; minor improvements needed.
37-42	Very High	Programme fully meets all criteria; excellent quality.

---

### 3.9 Inclusion and Exclusion Criteria

The inclusion and exclusion criteria for this study, detailed in Appendix C:

Inclusion and Exclusion Criteria for Global Healthcare Leadership Programmes, ensured that only postgraduate programmes explicitly related to global healthcare leadership and evidence-based practice, specifically for non-clinical executives, with sufficient publicly accessible information, were considered. Programmes targeting clinical executives or lacking relevant content, as well as those from other disciplines, were excluded from the full analysis.

### 3.10 Definitions

#### 3.10.1 Global Healthcare

Provision of medical care and health services across different countries, including the study of international health systems, global health policies, and strategies to improve health outcomes on a global scale.

#### 3.10.2 Global Leadership

Individuals who lead across different countries, requiring a global mindset and the ability to navigate multicultural and international environments, addressing the complexities of leadership in diverse contexts.

### **3.10.3 Evidence-Based Practice**

A decision-making approach in healthcare that integrates the best available research evidence with clinical expertise and patient values to improve outcomes (Ozaki, Nakagawa, & Jackevicius, 2019). While clinical expertise is essential in medical contexts, non-clinical expertise is also relevant in other settings.

### **3.10.4 Non-Clinical Executives**

Individuals in leadership and management roles within healthcare organisations without a clinical background.

## **3.11 Conflicts of interest**

The author declares no conflicts of interest related to this research.

## Chapter 4

### Unveiling Insights: Findings from the Grey Literature

#### 4.1 Introduction to the Findings

This chapter provides a detailed textual content analysis of 114 postgraduate programmes from 108 universities. It begins with a broad overview of global health, global leadership, evidence-based practice, and global healthcare management before narrowing to the specific field of global healthcare leadership, based exclusively on content from university programme websites.

#### 4.2 Global Health Leadership & Management

##### **Global Health Leadership & Management Postgraduate Programmes—Part**

**1 of 3.** The 12 postgraduate programmes listed are offered by universities in the UK (nine), USA (two), and China (one, a joint venture between Duke University and Wuhan University). These programmes focus on Global Health Management, Global Health Policy, and Global Public Health, with academic departments including Social Policy and Management, Business, Economics and Political Science, and Professional Studies. See Table 4—Global Health Leadership & Management Postgraduate Programmes—Part 1 of 3.

**Table 4***Global Health Leadership & Management Postgraduate Programmes—Part 1 of 3*

University	Programme
<b>Master of Science (MSc)</b>	
Arden University (2024)	MSc, Global Health Management
Brandeis University, The Heller School for Social Policy & Management (2024)	MSc, Global Health Policy & Management
Canterbury Christ Church University (2024)	MSc, Global Public Health
De Montfort University Leicester (2024)	MSc, Global Health
Duke Kunshan University, DKU Global Health Program (2024)	MSc, Global Health
Imperial College London, Imperial College Business School	MSc, Global Health Management
Kings College London (2024)	MSc, Global Health
Liverpool School of Tropical Medicine (2024)	MSc, Global Health
London School of Economics & Political Science (2024)	MSc, Global Health Policy
London School of Hygiene & Tropical Medicine (2024)	MSc, Global Health Policy by Distance Learning
Northwestern University, School of Professional Studies (2024)	MSc, Global Health
Queen Margaret University Edinburgh (2024)	MSc, Global Health

*Note.* Table 4 exemplifies the format used in subsequent tables (Tables 5-14), which systematically present primary source information from university programme websites. It includes details such as university name, degree, and programme title (with abbreviations, e.g., Master of Science [MSc]), and corresponding in-text citations cross-referenced to the “References” list. To ensure clarity and avoid overly lengthy tables, data is sometimes divided across multiple tables. For example, Tables 4-5 focus on MSc programmes related to “global health,” while Table 6 covers MPH (Master, Public Health), MHA (Master, Healthcare Administration), MPH/MBA (Master, Public Health; Master, Business Administration), and M (Master) programmes in the same field.

### **Global Health Leadership & Management Postgraduate Programmes—Part**

**2 of 3.** The table lists 12 postgraduate programmes from 12 universities in the UK (ten), United Arab Emirates (one), and Rwanda (one). These programmes emphasise areas such

as Global Health, Human Health and the Environment, Global Health Management, Global Health System Leadership, Global Health Delivery, and Global Health and Data Science. See Table 5—Global Health Leadership & Management Postgraduate Programmes—Part 2 of 3.

**Table 5**

*Global Health Leadership & Management Postgraduate Programmes—Part 2 of 3*

University	Programme
<b>Master of Science (MSc)</b>	
Royal Holloway University of London (2024)	MSc, Global Health: Human Health & the Environment
St George's University of London (2024)	MSc, Global Health
The University of Manchester (2024)	MSc, Global Health
University of Aberdeen (2024)	MSc, Global Health & Management
University of Birmingham Dubai (2024)	MSc, Global Health System Leadership
University of Glasgow (2024)	MSc, Global Health
University of Global Health Equity (2024)	MSc, Global Health Delivery
University of Greenwich (2024)	MSc, Global Health Management
University of Leeds (2024)	MSc, International Health
University of Plymouth, Peninsula Medical School (2024a)	MSc, Global Health
University of Westminster (2024)	MSc, Global Public Health with Data Science
York St John University	MSc, Global Healthcare Management

### **Global Health Leadership & Management Postgraduate Programmes—Part**

**3 of 3.** The table lists 17 postgraduate programmes from 16 universities in the USA (ten), UK (three), New Zealand (one), Australia (one), Israel (one), and Malta (one). The programmes focus on Global Public Health, Management and Leadership, Healthcare Management, and Health Systems. Academic departments include Public and Population Health, Medicine, Social Work, Public Policy, and Business. See Table 6—Global Health Leadership & Management Postgraduate Programmes—Part 3 of 3.

Table 6

*Global Health Leadership & Management Postgraduate Programmes—Part 3 of 3*

University	Programme
<b>Master of Public Health (MPH)</b>	
Oxford Brookes University (2024)	MPH, Global Public Health Leadership
Boston University, School of Public Health (2024)	MPH
Imperial College London, School of Public Health (2024)	Global MPH
Johns Hopkins University, Bloomberg School of Public Health (2024b)	MPH
Keck School of Medicine of USC (2024)	MPH, Global Health
The University of Sheffield (2024)	MPH, Management & Leadership
University of Auckland (2024)	MPH
Emory University, Rollins School of Public Health (2024)	MPH, Healthcare Management
University of Haifa, International School (2024)	MPH, Systems in Global Health Leadership/Health Systems Administration
University of Vermont, UVM Larner College of Medicine (2024)	MPH, Global Health Leadership
Vanderbilt University (2024a)	MPH, Global Health
Washington University in St. Louis, George Warren Brown School of Social Work (2024)	MPH, Global Health
<b>Master of Health Administration (MHA)</b>	
Cornell University, Cornell Brooks Public Policy (2024)	EMHA
Tulane University, School of Public Health & Tropical Medicine (2024)	MHA
<b>Master of Public Health; Master of Business Administration (MPH/MBA)</b>	
Emory University, Goizueta Business School (2024b)	MPH/MBA, Public Health & Business
<b>Master (M)</b>	
College of Remote & Offshore Medicine (2024)	M, Global Health Leadership & Practice
UNSW Sydney, School of Population Health	M, Global Health / Master, Health Leadership & Management

### 4.3 Global Leadership

**Global Leadership Postgraduate Programmes—Part 1 of 3.** The table lists 14 postgraduate programmes from 12 universities in the USA (eight), UK (two), France (one), Spain (one), Lithuania (one), and Switzerland (one). The programmes focus on International Teaching and Global Leadership, Innovation, Peacebuilding, Strategic Design Leadership, Communication Leadership, and International Management. Academic departments include Education, Engineering, Design, Business, Management, and Economics. See Table 7—Global Leadership Postgraduate Programmes—Part 1 of 3.

Table 7

*Global Leadership Postgraduate Programmes—Part 1 of 3*

University	Programme
<b>Master of Science (MSc)</b>	
Johns Hopkins University, School of Education (2024)	MSc, Education—International Teaching & Global Leadership
Johns Hopkins University, Whiting School of Engineering (2024)	MSc, Global Innovation & Leadership through Engineering
King's College London (2024)	MSc, Global Leadership & Peacebuilding
Nazareth University (2024)	MSc, Global Business & Leadership
Paris School of Business (2024)	MSc, International Management & Global Leadership
The New School, Parson School of Design (2024)	MSc, Strategic Design for Global Leadership
University of Houston, C.T. Bauer College of Business (2024)	MSc, Global Business Leadership
University of San Diego (2024)	MSc, Global Leadership
<b>Master (M)</b>	
Arizona State University, Thunderbird School of Global Management (2024a)	M, Global Leadership & Management
Arizona State University, Thunderbird School of Global Management (2024b)	M, Global Leadership & Strategy
Blanquerna Universitat Ramon Llull (2024)	M, Global Communication Leadership
ISM University of Management & Economics (2024)	M, Global Leadership & Strategy
Manchester Metropolitan University, Athena School of Management (2024)	M, Global Leadership
United International Business School (2024)	M, International Management (Concentration in Global Leadership)

**Global Leadership Postgraduate Programmes—Part 2 of 3.** The table lists eight postgraduate programmes from eight universities in the USA (five), Canada (two), and Spain (one). The programmes focus on Global Leadership, Sustainable Development, and Learning. Academic departments include Management and International and Public Affairs. See Table 8—Global Leadership Postgraduate Programmes—Part 2 of 3.

**Table 8***Global Leadership Postgraduate Programmes—Part 2 of 3*

University	Programme
<b>Master of Arts (MA)</b>	
Hawaii Pacific University (2024)	MA, Global Leadership & Sustainable Development
Price University (2024)	MA, Global Leadership
Royal Roads University (2024)	MA, Global Leadership
Schellhammer Business School (2024)	MA, Global Leadership
Western Michigan University (2024)	MA, Global Leadership & Learning
<b>Master of Business Administration (MBA)</b>	
The University of Texas at Dallas, Naveen Jindal School of Management (2024)	MBA, Global Leadership
University of Prince Edward Island (2024)	MBA, Global Leadership
<b>Master of Public Administration (MPA)</b>	
Columbia University, School of International & Public Affairs (2024)	MPA, Global Leadership

### **Global Leadership Postgraduate Programmes at Christian Universities—**

**Part 3 of 3.** The table lists ten postgraduate programmes from nine institutions in the USA. The programmes focus on Global Leadership, Missional Leadership, and Organisational Leadership. Academic departments include Ministry, Mission and Theology, and Business. See Table 9—Global Leadership Postgraduate Programmes at Christian Universities—Part 3 of 3.

**Table 9***Global Leadership Postgraduate Programmes at Christian Universities—Part 3 of 3*

<b>University</b>	<b>Programme</b>
<b>Master of Arts (MA)</b>	
Crown College, Graduate School of Ministry (2024)	MA, Global Leadership
Dallas Baptist University (2024b)	MA, Global Leadership/MBA
Dallas Baptist University, Graduate School of Ministry (2024a)	MA, Global Leadership
Fuller Seminary, School of Mission & Theology (2024)	MA, Global Missional Leadership
Gordon-Conwell Theological Seminary (2024)	MA, Global Leadership
Southwestern Christian University (2024)	MA, Global Leadership
Western Seminary (2024)	MA, Global Leadership
World Mission University (2024)	MA, Global Leadership
<b>Master of Business Administration (MBA)</b>	
Point Loma Nazarene University, Fermanian School of Business (2024)	MBA, Global Leadership
<b>Master (M)</b>	
York University (2024)	M, Organizational & Global Leadership

*Note.* The Christian university programmes in this study often utilise "global leadership" more as a metaphor for the global dissemination of Christian teachings rather than as a recognised academic discipline. Many programmes focus primarily on theology and missions rather than the scholarly study of global leadership. However, global leadership should be engaged as a serious academic field. Christian university programmes could greatly benefit by positioning global leadership alongside theology and missions as academic disciplines. The metaphorical use of "global leadership" for spreading Christian teachings as worldwide missions could undermine the academic rigour expected within global leadership. In contrast, the credibility of theology and missions as fields of study is strengthened by the proper integration of global leadership within their curricula.

Programmes such as York University (2024) and Point Loma Nazarene University (2024) are examples of institutions offering well designed contemporary programmes.

#### 4.4 Evidence-Based Practice

**Evidence-Based Practice Postgraduate Programmes.** The seven postgraduate programmes listed in this table are offered by universities in the UK (four), USA (two), and Ireland (one). They focus on Clinical Linguistics and Evidence-Based Practice, Clinical Research Methods, Future Healthcare, Medical Education, and Evidence-Based Health Care. Academic departments include Medicine, Nursing and Midwifery, Health Sciences, Human Services, and Medical. See Table 10—Evidence-Based Practice Postgraduate Programmes.

**Table 10**

*Evidence-Based Practice Postgraduate Programmes*

University	Programme
Newcastle University (2024)	MSc, Clinical Linguistics & Evidence-Based Practice (Research)
University of Bristol (2024a)	MSc, Clinical Research Methods & Evidence-Based Medicine
University of Galway, College of Medicine, Nursing, & Health Sciences, School of Nursing & Midwifery (2024)	MSc, Evidence-Based Future Healthcare
University of Hertfordshire (2024)	MSc, Health & Medical Education
University of New Hampshire, College of Health and Human Services (2024)	MSc, Evidence-Based Practice
University of Oxford, Nuffield Department of Primary Care Health Sciences (2024)	MSc, Evidence-Based Health Care
UTHealth Houston, McGovern Medical School (2024)	MSc, Clinical Research

#### 4.5 Domestic Healthcare Management & Administration

**Domestic Healthcare Management & Administration Postgraduate Programmes.** The 15 postgraduate programmes listed in this table are offered by institutions in the UK (eight), USA (six), and Ireland (one). They focus on Health, Health

Care, and International Management and Administration. Academic departments include Medical and Health Sciences, Health and Social Care, Medicine, and Business and Management. See Table 11—Domestic Healthcare Management & Administration Postgraduate Programmes.

**Table 11**

*Domestic Healthcare Management & Administration Postgraduate Programmes*

<b>University</b>	<b>Programme</b>
<b>Master of Science (MSc)</b>	
City, University of London (2024)	MSc, Health Management
Edinburgh Napier University (2024)	MSc, Healthcare Management
Northumbria University Newcastle (2024)	MSc, Healthcare Management
Royal College of Surgeons in Ireland, University of Medicine & Health Sciences (2024)	MSc, Healthcare Management
Swansea University, School of Health & Social Care (2024)	MSc, Health Care Management
University of Bristol, Bristol Medical School (2024)	MSc, Healthcare Management
University of Essex Online (2024)	MSc, International Healthcare Management
University of Kent (2024)	MSc, Healthcare Management
University of Leicester (2024)	MSc, Healthcare Management
<b>Master of Business Administration (MBA)</b>	
Champlain College (2024)	MBA, Healthcare Administration
Emory University, Goizueta Business School (2024a)	MBA, Healthcare
Middle Tennessee State University (2024)	MBA, Health Care Management
<b>Master (M)</b>	
Trevecca University (2024)	M, Healthcare Administration
Western Governors University (2024)	M, Healthcare Administration
<b>Master of Management (MM)</b>	
Vanderbilt University, Owen Graduate School of Management (2024a)	MM, Health Care

#### **4.6 Domestic Healthcare Leadership**

**Domestic Healthcare Leadership; Leadership & Management (with Innovation) Postgraduate Programmes.** This table lists programmes offered by universities in the UK (nine) and the USA (one). They focus on Transforming and Leading Health Care, Social Care, Healthcare Leadership, Management, and Innovation. Academic departments include Nursing and Midwifery, and Medicine. See Table 12—Domestic

## Healthcare Leadership; Leadership & Management (with Innovation) Postgraduate Programmes.

**Table 12**

*Domestic Healthcare Leadership; Leadership & Management (with Innovation) Postgraduate Programmes*

<b>University</b>	<b>Programme</b>
<b>Master of Science (MSc) / Leadership</b>	
Birmingham City University, School of Nursing & Midwifery (2024a)	MSc, Transforming & Leading Health Care
University of Bradford (2024)	MSc, Leadership in Health & Social Care (International)
University of Liverpool (2024)	MSc, Healthcare Leadership
University of South Wales (2024)	MSc, Leadership in Healthcare
University of Surrey (2024)	MSc, Leadership in Healthcare
<b>Master of Business Administration (MBA)/ Leadership</b>	
University of Tennessee (2024)	EMBA, Healthcare Leadership
<b>Master of Science (MSc) /Leadership &amp; Management (with Innovation)</b>	
Kingston University London (2024)	MSc, Leadership & Management in Health
London Metropolitan University (2024)	MSc, Health & Social Care Leadership & Management
University of Exeter (2024)	MSc, Healthcare Leadership & Management
University of Plymouth, Peninsula Medical School (2024b)	MSc, Healthcare Management, Leadership, & Innovation

### 4.7 Global Healthcare Leadership and Management

#### **Comprehensive List of Global Healthcare Leadership and Management**

**Postgraduate Programmes.** The nine postgraduate programmes listed in this table are offered by seven universities in the UK. They focus on Global Healthcare Management and Leadership. Academic departments include the Global Business School for Health, School of Management, and Primary Care Health Sciences. See Table 13—Comprehensive List of

## Global Healthcare Leadership and Management Postgraduate Programmes.

**Table 13**

*Comprehensive List of Global Healthcare Leadership and Management Postgraduate Programmes*

University	Programme
<b>Master of Science (MSc)</b>	
Coventry University, School of Health & Care (2024a)	MSc, Global Healthcare Management
Keele University (2024)	MSc, Global Healthcare Leadership
Teesside University (2024)	MSc, Global Leadership & Management in Healthcare
University College London, Global Business School for Health (2024a)	MSc, Global Healthcare Management with routes
University College London, UCL School of Management (2024b)	MSc, Global Healthcare Management (Leadership)
University of Hull (2024)	MSc, Healthcare Leadership
University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School (2024)	MSc, Global Healthcare Leadership
<b>Master of Business Administration (MBA)</b>	
Coventry University (2024b)	MBA, Global Healthcare Management & Leadership
University of Bolton (2024a)	MBA, Global Healthcare Management

### 4.8 Summary of Postgraduate Universities and Programmes by Area of Study.

See Table 14—Summary of Postgraduate Universities and Programmes by Area of Study.

**Table 14**

*Summary of Postgraduate Universities and Programmes by Area of Study*

Postgraduate Programmes	Programmes	Universities
Global Health Leadership & Management	41	40
Global Leadership	32	29
Evidence-Based Practice	7	7
Domestic Healthcare Leadership & Management	25	25
Global Healthcare Leadership & Management	9	9
Total	114	108

*Note.* Of the nine Global Healthcare Leadership & Management programmes and universities, only three are solely focused on Global Healthcare Leadership: University of

Oxford (2024), Keele University (2024), and Coventry University (2024b) (see Table 16 on page 43).

## Chapter 5

### Analytical Synthesis: Global Healthcare Leadership and Evidence-Based Practice

#### 5.1 Introduction

The analysis examines whether postgraduate global healthcare leadership programme websites explicitly or implicitly reference “global healthcare,” “global leadership,” and “evidence-based practice,” as well as related terms like “leadership,” “global leadership,” and “research method.” The scoring is based on the rubric (see Table 2, page 25).

The research question is, *How are global healthcare, global leadership, and evidence-based practice competencies characterised and integrated within accredited postgraduate programmes in global healthcare leadership, particularly for non-clinical executives, worldwide?*

The hypothesis is, *Accredited postgraduate programmes in global healthcare leadership do not sufficiently integrate global healthcare, global leadership, and evidence-based practice in the training of non-clinical executives.*

#### 5.2 Discussion of Unexpected Findings

##### **Global Healthcare Leadership & Management Postgraduate Programmes:**

**Programme Name.** See Table 15—Global Healthcare Leadership & Management Postgraduate Programmes: Programme Name.

Table 15

*Global Healthcare Leadership & Management Postgraduate Programmes: Programme Name*

University	Programme	GLB	HC	LDR	EBP	TOT
Coventry University (2024b)	MBA, Global Healthcare Management and Leadership	3	3	3	0	9
Keele University (2024)	MSc, Global Healthcare Leadership	3	3	3	0	9
Teesside University (2024)	MSc, Global Leadership & Management in Healthcare	3	3	3	0	9
University College London, UCL School of Management (2024b)	MSc, Global Healthcare Management (Leadership)	3	3	3	0	9
University of Oxford, Nuffield Department of Primary Care Health Sciences Saïd Business School (2024)	MSc, Global Healthcare Leadership	3	3	3	0	9
Coventry University, School of Health and Care (2024a)	MSc, Global Healthcare Management	3	3	0	0	6
University College London, Global Business School for Health (2024a)	MSc, Global Healthcare Management	3	3	0	0	6
University of Bolton (2024)	MBA, Global Healthcare Management	3	3	0	0	6
University of Hull (2024)	MSc, Healthcare Leadership	0	3	3	0	6

*Note.* GLB=Global; HC=Healthcare; LDR=Leader; EBP=Evidence-Based Practice; and TOT=Total.

<sup>a</sup> An unexpected finding is the scarcity of programmes worldwide that include global,” “healthcare,” and “leadership” in the programme name. None of the nine programmes included any indication of evidence-based practice.

### Global Healthcare Leadership & Management Postgraduate Programmes:

**Programme Modules.** See Table 16—Global Healthcare Leadership & Management Postgraduate Programmes: Programme Modules.

Table 16

*Global Healthcare Leadership & Management Postgraduate Programmes: Programme Modules*

University	Programme	GLB	HC	GLB LDR	EBP	TOT
Coventry University, School of Health and Care (2024a)	MSc, Global Healthcare Management	3		3	3	9
Keele University (2024)	MSc, Global Healthcare Leadership	3		3	3	9
University of Oxford, Nuffield Department of Primary Care Health Sciences Saïd Business School (2024)	MSc, Global Healthcare Leadership	3		3	3	9
Coventry University (2024b)	MBA, Global Healthcare Management and Leadership	2		3	3	8
University College London, UCL School of Management (2024b)	MSc, Global Healthcare Management (Leadership)	3		3	0	6
University College London, Global Business School for Health (2024a)	MSc, Global Healthcare Management	3		2	0	5
University of Bolton (2024)	MBA, Global Healthcare Management	3		1	0	4
University of Hull (2024)	MSc, Healthcare Leadership	2		0	1	3
Teesside University (2024)	MSc, Global Leadership & Management in Healthcare	0		0	0	0

*Note.* Only four of the nine programmes mention evidence-based practice in the module name and description, suggesting that five do not include evidence-based practice in their curricula.

### **Global Healthcare Leadership & Management Postgraduate Programmes:**

**Programme Focus.** See Table 17—Global Healthcare Leadership & Management

Postgraduate Programmes: Programme Focus.

**Table 17**

*Global Healthcare Leadership & Management Postgraduate Programmes: Programme Focus*

<u>University</u>	<u>Programme</u>	<u>NC</u>	<u>LOC</u>	<u>MOD</u>	<u>ACC</u>	<u>TOT</u>
University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School (2024)	MSc, Global Healthcare Leadership	3	3	3	2	11
Keele University (2024)	MSc, Global Healthcare Leadership	2	3	1	3	9
University of Bolton (2024)	MBA, Global Healthcare Management	1	3	3	2	9
Coventry University, School of Health and Care (2024a)	MSc, Global Healthcare Management	1	3	3	1	8
Teesside University (2024)	MSc, Global Leadership & Management in Healthcare	1	3	3	1	8
University College London, Global Business School for Health (2024a)	MSc, Global Healthcare Management	2	3	3	0	8
University College London, UCL School of Management (2024b)	MSc, Global Healthcare Management (Leadership)	2	3	3	0	8
Coventry University (2024b)	MBA, Global Healthcare Management and Leadership	0	3	3	1	7
University of Hull (2024)	MSc, Healthcare Leadership	2	3	1	0	6

*Note.* NC=Non-Clinical; LOC=Location; MOD=Modality; ACC=Accreditation Status; and TOT=Total.

<sup>a</sup> One programme focuses on clinical and non-clinical executives (University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School, 2024). All nine programmes are UK-based, and seven are hybrid offerings (on-campus plus online learning models). One university, Keele University (2024), promotes triple accreditation status.

## Global Healthcare Leadership & Management Postgraduate Programmes:

**Faculty Expertise.** See Table 18—Global Healthcare Leadership & Management

Postgraduate Programmes: Faculty Expertise.

**Table 18**

*Global Healthcare Leadership & Management Postgraduate Programmes: Faculty Expertise*

University	Programme	GBL HC	GBL LDR	EBP	TOT
University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School (2024)	MSc, Global Healthcare Leadership	3	3	3	9
Coventry University (2024b)	MBA, Global Healthcare Management and Leadership	0	0	0	0
Coventry University, School of Health and Care (2024a)	MSc, Global Healthcare Management	0	0	0	0
Keele University (2024)	MSc, Global Healthcare Leadership	0	0	0	0
Teesside University (2024)	MSc, Global Leadership & Management in Healthcare	0	0	0	0
University College London, Global Business School for Health (2024a)	MSc, Global Healthcare Management	0	0	0	0
University College London, UCL School of Management (2024b)	MSc, Global Healthcare Management (Leadership)	0	0	0	0
University of Bolton (2024)	MBA, Global Healthcare Management	0	0	0	0
University of Hull (2024)	MSc, Healthcare Leadership	0	0	0	0

*Note.* Only one programme, University of Oxford, clearly demonstrates the faculty names and expertise (University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School, 2024). In the textual content analysis, the lack of representation of who actually leads the module instruction was an unexpected finding.

## Global Healthcare Leadership & Management Postgraduate Programmes:

**Aggregate Score.** See Table 19—Global Healthcare Leadership & Management

Postgraduate Programmes: Aggregate Score.

**Table 19**  
*Global Healthcare Leadership & Management Postgraduate Programmes: Aggregate Score*

<u>University</u>	<u>Programme</u>	<u>PN</u>	<u>PM</u>	<u>PF</u>	<u>FE</u>	<u>TOT</u>
University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School (2024)	MSc, Global Healthcare Leadership	9	9	11	9	<b>38</b>
Keele University (2024)	MSc, Global Healthcare Leadership	9	9	9	0	<b>27</b>
Coventry University (2024b)	MBA, Global Healthcare Management and Leadership	9	8	7	0	<b>24</b>
Coventry University, School of Health and Care (2024a)	MSc, Global Healthcare Management	6	9	8	0	<b>23</b>
University College London, UCL School of Management (2024b)	MSc, Global Healthcare Management (Leadership)	9	6	8	0	<b>23</b>
University College London, Global Business School for Health (2024a)	MSc, Global Healthcare Management	6	5	8	0	<b>19</b>
University of Bolton (2024)	MBA, Global Healthcare Management	6	4	9	0	<b>19</b>
Teesside University (2024)	MSc, Global Leadership & Management in Healthcare	9	0	8	0	<b>17</b>
University of Hull (2024)	MSc, Healthcare Leadership	6	3	6	0	<b>15</b>

*Note.* PN=Programme Name; PM=Programme Modules; PF=Programme Focus;

FE=Faculty Expertise; and TOT=Total.

<sup>a</sup> University of Oxford was the only programme that scored “Very High” (see Table 3 on page 28) (University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School, 2024). The significant difference in scores for Keele University (2024), Coventry University (2024b), Coventry University, School of Health and Care (2024a), and University College London, UCL School of Management (2024b) was the absence of information regarding faculty expertise. This analysis is not intended to reflect on the programmes' quality but to serve as a textual content analysis of how the programmes are represented on university websites as a first step in a primary source grey literature review.

### **Global Healthcare Postgraduate Programmes that Focus Exclusively on**

**Leadership.** The three postgraduate programmes listed in this table are offered by three UK universities. They focus solely on Global Healthcare Leadership. Academic

departments include Business and Primary Care Health Sciences. See Table 20—Global Healthcare Postgraduate Programmes that Focus Exclusively on Leadership.

**Table 20**

*Global Healthcare Programmes Focused Exclusively on Leadership*

<b>University</b>	<b>Programme</b>
Keele University (2024)	MSc, Global Healthcare Leadership
University of Hull (2024)	MSc, Healthcare Leadership
University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School (2024)	MSc, Global Healthcare Leadership

*Note.* Although the University of Hull (2024) does not include “Global” in the programme name, the programme modules include an offering that firmly places the curricula in the global conversation.

### **5.3 Comparison with Existing Literature**

University of Oxford, Keele University, and Coventry University are reviewed in detail for their inclusion of Global Healthcare, Global Leadership, and Evidence-Based Practice in their programme websites due to their ranking as the top three scores (see Table 19 on page 46) in the aggregate scoring range levels (see Table 3 on page 28).

#### **5.3.1 Global Healthcare Across Programmes (Top Three Programme Scores)**

**University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School, Master of Science in Global Healthcare Leadership.** The programme provides a comprehensive overview of global healthcare,

including policies and evidence-based practices (University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School, 2024). The Healthcare Policy and Systems module includes an "in-depth analysis of global healthcare policies and systems" (University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School, 2024).

**Keele University, Master of Science in Global Healthcare Leadership.** The programme affirms "a critical awareness of the complex nature of global healthcare leadership," addressing how global healthcare is characterised in academic programmes (Keele University, 2024). It "critically explores worldwide global drivers for change in healthcare systems leadership," prompting students to study healthcare systems in countries worldwide (Keele University, 2024). The *Healthcare System Strengthening (Low- and Middle-Income Countries)* module offers a panoramic view of the global healthcare landscape, including an immersive international field visit (Keele University, 2024).

**Coventry University, Master of Business Administration in Global Healthcare Management and Leadership.** The programme prepares students with a focus on developing an "analytical understanding of global healthcare business" by preparing [students] for a career in a multidisciplinary environment for healthcare leadership and management roles globally (Coventry University, 2024b). The programme resembles a traditional MBA in healthcare administration, with the word "global" included throughout rather than forming the foundation of an interdisciplinary global programme (Coventry, 2024b).

### ***5.3.2 Global Leadership Across Programmes (Top Three Programme Scores)***

#### **University of Oxford, Nuffield Department of Primary Care Health**

#### **Sciences & Saïd Business School, Master of Science in Global Healthcare**

**Leadership.** The programme was established to tackle the complexities of decision-making in global healthcare systems through the development of globally-minded leadership (University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School, 2024). By exploring the interplay between public, private, civil society, and other sectors in relation to access, quality, equity, financing, and resilience, the programme broadens the scope of leadership within global healthcare (University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School, 2024). “This interdisciplinary programme aims to foster global leaders in healthcare” (University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School, 2024).

**Keele University, Master of Science in Global Healthcare Leadership.** The programme fosters a critical awareness of the complex nature of global healthcare leadership while developing knowledge of strategic leadership in contemporary organisations (Keele University, 2024). The programme includes an Independent Project titled *Global Healthcare Leadership*, which introduces elements of global leadership within the healthcare context. While the project requirements generally align with global healthcare principles, particularly in comparing and contrasting healthcare systems across different countries, the overall focus of the programme remains on domestic healthcare leadership.

The integration of global leadership concepts is limited and largely depends on the student's ability to apply theoretical insights from the MSc programme to a global context (Keele University, 2024).

#### **Coventry University, Master of Business Administration in Global**

**Healthcare Management and Leadership.** The programme readies students for "a successful career in multi-discipline, healthcare leadership, and management roles globally" (Coventry University, 2024b). The emphasis is placed more on general leadership and management theories, with less attention given to the specific principles of global leadership. Modules such as *Leadership: Towards Mastery of Leading Self & Global Cultures* and *Leadership: Towards Mastery of Leading Change and Inclusivity* emphasises leadership within organisational cultures and a "complex global environment" (Coventry, 2024b).

#### **5.3.3 Evidence-Based Practice Across Programmes (Top Three Programme Scores)**

#### **University of Oxford, Nuffield Department of Primary Care Health**

#### **Sciences & Saïd Business School, Master of Science in Global Healthcare**

**Leadership.** University of Oxford offers a particularly comprehensive approach to evidence-based practice. Its *Evidence-Based Healthcare* component covers "identifying and implementing evidence-based leadership practices" and provides "an introduction to what leaders need to know about the principles and practice of evidence-based healthcare" (University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School, 2024). The programme enables students to "review the basic principles of

evidence-based health care," "explain and apply the critical steps associated with the practice," and "discuss the contributions of research evidence, expertise, and values in decision-making." It also addresses how evidence-based healthcare "relates to quality improvement, implementation science, and policymaking," using real-world examples to demonstrate how "research evidence has been led, influenced, and translated into improved practice and outcomes" (University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School, 2024).

The *Evidence-Based Healthcare: Study Design & Research Methods* module at Oxford, delivered online through "live synchronous sessions," focuses on "key empirical issues of health research," including various research designs, methods, and analyses relevant to global health improvement (University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School, 2024). This module trains students to "understand different research designs and their uses," "appreciate the quality and rigour needed for each design," and "interpret common statistical tests and qualitative analyses" (University of Oxford, Nuffield Department of Primary Care Health Sciences & Saïd Business School, 2024).

**Keele University, Master of Science in Global Healthcare Leadership.** The programme integrates evidence-based practice through its module *Applied Research Methods for Healthcare*. This module requires students to "critically appraise and synthesise current research literature and evidence base" and to "demonstrate a critical understanding of the research process and differing research methodologies applied to one's scope of

professional practice" (Keele University, 2023). Students "provide an evidence-based rationale required to develop a robust, creative, and innovative independent project plan to enhance future healthcare delivery" (Keele University, 2023).

#### **Coventry University, Master of Business Administration in Global**

**Healthcare Management and Leadership.** The programme emphasises "critical thinking and judgement" to "evaluate evidence and arguments in situations of complexity"

(Coventry University, 2024b). Students "undertake managerial research to identify tools, models, and frameworks" and engage in "independent research in [their] final term"

(Coventry University, 2024b). However, the specific focus on evidence-based practice is less prominently highlighted.

### **5.4 Summary of Global Healthcare Leadership and Management Programmes:**

#### **General Observations**

The following universities offer Master's programmes in global healthcare leadership and management. One programme scored "Very High." Four scored "Moderate." Two scored "Low" on the Aggregate Score Range Levels (Table 3 on page 28). Coventry University, School of Health and Care, and University College London, UCL School of Management each scored 23. University College London, Global Business School for Health and University of Bolton each received scores of 19. Teesside University and University of Hull scored 17 and 15, respectively.

**Coventry University, School of Health and Care.** The Master of Science in Global Healthcare Management programme develops a critical understanding of global

health complexities. The *Global Health Challenges* module enhances "critical and conceptual understanding of global health issues associated with the globalisation process and global change" (Coventry University, School of Health and Care, 2024a). It enables students to "interpret the drivers and forms of globalisation" and their impact on managing communicable and non-communicable diseases, addressing "challenges facing governmental and international health agents" through "critical analysis and evaluation of new concepts and managerial practices" (Coventry University, School of Health and Care, 2024a).

The *Leading in Complex Health Systems* module advances students' grasp of "the complexity of health systems, stakeholders, and the impact of culture and values on health and social care organisations." It examines "management concepts, theories, models, and tools" and applies these to "global healthcare contexts," helping students to "critically evaluate the impact on systems and organisations delivering services" (Coventry University, School of Health and Care, 2024a).

The programme is designed to build leadership and management capabilities for careers in "healthcare, social care, and third sector organisations" (Coventry University, School of Health and Care, 2024a). It offers a comprehensive approach to global healthcare leadership, addressing "contemporary and global challenges within healthcare management" (Coventry University, School of Health and Care, 2024a).

The *Developing You as a Healthcare Leader* module aims to "develop leaders with confidence and skills, enabling [students] to become competent and reflective in their

future leadership roles” (Coventry University, School of Health and Care, 2024a). The *Global Healthcare Challenges* module explores “management concepts, theories, models and tools” and their “critical application to healthcare organisations in global contexts,” focusing on “leading and managing complex systems, stakeholders and services” (Coventry University, School of Health and Care, 2024a).

The programme includes *Using Evidence and Evaluation in Healthcare Systems*, which integrates “evidence and evaluation” into healthcare systems (Coventry University, School of Health and Care, 2024a). The *Strategic Planning in Healthcare Systems* module addresses strategic planning within healthcare systems, emphasising the application of evidence-based practices (Coventry University, School of Health and Care, 2024a).

**University College London, UCL School of Management.** The Master of Science in Global Healthcare Management (Leadership) emphasises global healthcare management, stating that accomplished healthcare managers with specialist skills “form the foundation of healthcare delivery” (University College London, UCL School of Management, 2024b). The programme provides “in-depth knowledge about the theories, principles and practices of healthcare management within the global context” and includes modules such as *Leadership and Management for Global Healthcare*, designed for “ambitious, well-rounded and highly employable global healthcare management experts” (University College London, UCL School of Management, 2024b).

The programme focuses on the role of strategic leadership in shaping global healthcare, asserting that skilled leaders will “form the future of improved healthcare

delivery across the world" (University College London, UCL School of Management, 2024b). Students gain "a critical foundation in the theories, principles and practices of healthcare management," including "global differences and interconnections," quality improvement, and patient safety—essential for global healthcare leadership (University College London, UCL School of Management, 2024b). Committed to "disrupting and reimagining global healthcare," the university trains "a new generation of change-making leaders" (University College London, UCL School of Management, 2024b) ready to lead transformational initiatives.

Modules such as *Leadership and Management in Global Healthcare* and *Strategic Healthcare Leadership* develop "critical thinking and assessment skills" for engaging with leadership and strategy theory (University College London, UCL School of Management, 2024b), supporting the integration of evidence-based practice and leadership in global healthcare programmes.

**University College London, Global Business School for Health.** The Master of Science in Global Healthcare Management is a pioneering programme in healthcare management education. It aims to "reimagine global healthcare management" by addressing "health challenges from a business perspective" and challenging "the status quo in healthcare management to inspire public good" (University College London, Global Business School for Health, 2024a). The programme seeks to "empower tomorrow's healthcare management leaders" to "make a difference to healthcare systems globally," focusing on leaders who can influence global healthcare outcomes (University College

London, Global Business School for Health, 2024a). Additionally, it provides "high-quality employer and sector-aligned degrees" designed to "enrich global healthcare outcomes" (University College London, Global Business School for Health, 2024a).

**University of Bolton.** The MBA in Global Healthcare Management targets clinicians, including doctors, requiring "at least two years' relevant experience in the health and social care sector" and a "lower second class (2.2) UK honours degree in a medical, healthcare or nursing subject" (Bolton, 2024b). The programme aims to "offer ambitious doctors and other healthcare professionals the skills and understanding to become effective managers in this vital sector" (Bolton, 2024). Although open to non-clinicians, its primary focus is on healthcare professionals, especially doctors, aiming to "transform global healthcare services" through effective management (Bolton, 2024).

The programme enhances the management expertise of senior healthcare professionals. As "modern healthcare is interconnected on a global scale," students gain insights into local and global contexts in healthcare management (University of Bolton, 2024). It provides "a critical understanding of global healthcare management perspectives" and their impact on local business practices (University of Bolton, 2024).

The curriculum integrates healthcare, management, and research, developing "knowledge of global health challenges," effective healthcare system responses, and the role of business management in health practice (University of Bolton, 2024). Emphasis on "contemporary approaches to global, national and local developments in healthcare" underscores the need for evidence-based practices (University of Bolton, 2024).

Modules such as *Global Healthcare Policy* and *Global Healthcare Practice* directly address global healthcare, highlighting that effective leadership requires a comprehensive understanding of both policy and practice at a global level (University of Bolton, 2024).

**Teesside University.** The Master of Science in Global Leadership and Management in Healthcare is distinguished by its focus on the global mindset, aligning with the World Health Organisation's guidance on "using a global mindset for local issues" (Teesside University, 2024). The notable statement among programme websites is that Teesside is developing "a global mindset, a leadership and management concept applicable across global health systems" (Teesside University, 2024).

The programme emphasises the importance of influencing and supporting a multicultural workforce and leading within "complex, interconnected and globally influenced healthcare environments" (Teesside University, 2024). It recognises that modern healthcare systems operate within a global framework, requiring leaders to be adaptable, critically minded, and creative. The course is designed to develop the "skills, knowledge and behaviours required to embrace a global mindset and lead and manage safe, high-quality and effective healthcare" (Teesside University, 2024).

**University of Hull.** The Master of Science in Healthcare Leadership programme teaches leadership as a dynamic and evolving process. Modules are taught utilising a competency development model. Contemporary leadership theories and frameworks are studied through the lens of a critical evaluation of leadership practices.

Systematic, evidence-based approaches to practise are taught through these modules: *Self as Leader; Supporting Change, Innovation, and Problem-Solving, Promoting Quality and Safety in Healthcare*; and *Global Perspectives on Healthcare Policy* (University of Hull, 2024).

*Global Perspectives on Healthcare Policy* centres on policy development "at the macro, meso, and micro levels." Students discover "the external drivers that influence and shape organisational priorities and clinical practice" (University of Hull, 2024) allowing for the comparison of policies and structures worldwide, offering an international perspective on healthcare delivery (University of Hull, 2024).

#### **5.4 Theoretical and Practical Implications**

**Theoretical.** This research contributes to the scholarly conversation, noting the significant intellectual gap in evidence-based resources available even for this study. The collective conversation has not occurred but is in the nascent stages of development. *Global Healthcare Leadership* is best understood in the context of a distinct academic discipline. Dedicated scholarly research will advance the field by fueling knowledge translation, as has scholarship in many academic disciplines. The multi-disciplinary model currently is represented in Figure 2.

**Practical.** The research emphasises the implications of postgraduate programmes in equipping non-clinical executives for leadership in global healthcare. Trained executives with the appropriate competencies are prepared to address the complex challenges of global

healthcare. Given the global population of over 8 billion, the potential opportunity for social impact by well-trained scholar-practitioners is vast.

**Figure 2**

*Independent Fields of Study*



*Note.* This figure depicts the three independent fields of study pertinent to this research: Global Healthcare, Global Leadership, and Evidence-Based Practice. While these fields are distinct, they exhibit a degree of interconnection within the broader context of global healthcare leadership programmes.

A transition to an interconnected model forming an interdisciplinary approach is encouraged, rather than simply juxtaposing disciplines as in the current model (see Figure 3).

**Figure 3**

*Interdisciplinary Field : Transition from Multi-Disciplines to Inter-Discipline Studies*

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*Note.* This figure illustrates the interconnected disciplines of study within and evidence-based approaches—Global Healthcare, Global Leadership, and Evidence-Based Practice—to Global Healthcare Leadership. While these disciplines are distinct in their focus areas, they share a foundation in utilising strict research methodologies to inform decisions and practices in healthcare and medicine. While each discipline remains an independent field of study, they collectively contribute to a framework of evidence-based approaches, particularly as applied to global healthcare.

The recommended course of action is to firmly establish Global Healthcare Leadership as an independent field of study—an academic discipline with professional and scholarly standing (see Figure 4).

**Figure 4**

*Global Healthcare Leadership: An Academic Discipline of Study*

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*Note.* Figure 4 illustrates the interdisciplinary model for an academic discipline called “Global Healthcare Leadership”. The hex colour for **Slate Blue** is #4a7b9d.

**Advocacy for the Formal Recognition of Global Healthcare Leadership as an Academic Discipline**

I encourage formal acknowledgement of Global Healthcare Leadership as an academic discipline.

I propose that more universities make on purpose decisions to launch Global Healthcare Leadership postgraduate programmes that are interdisciplinary by design. This design is global healthcare, global leadership, and evidence-based practice with each discipline competency being well taught by scholar-practitioners to highly competent students.

I advocate for universities to hire doctoral trained professors who have credentials in the specific fields of Global Healthcare, Global Leadership, and Evidence-Based Practice.

I advocate for a leading university to set the pace by offering the first Doctor of Philosophy in Global Healthcare Leadership, an interdisciplinary programme designed to firmly establish the academic field of Global Healthcare Leadership, encompassing Global Healthcare, Global Leadership, and Evidence-Based Practice.

The symbol for this academic field could be the three bars representing the three academic disciplines. See Figure 5.

**Figure 5**

*Interdisciplinary Field : Transition from Multi-Disciplines to Inter-Discipline Studies*



*Note.* For reference, The hex colour code for **Green Slate** is #70a398. The hex colour for **Steel Blue** is #556ca2. The hex colour for **Light Grey** is #c8c8cf.

## 5.5 Contributions to the Field

The primary source research identified a noteworthy gap in the integration of evidence-based practice within postgraduate programmes designed for non-clinical executives. Only four global healthcare programmes in the world have embraced evidence-based practice—one in global healthcare management, two in global healthcare leadership, and one MBA in global healthcare management and leadership. See Table 16 on page 43.

The study demonstrates the need for further exploration and development of curricula that better align with the needs of global healthcare leaders. The primary sources did not demonstrate faculty and discipline expertise alignment in the global healthcare leadership programmes, nor were modules aligned with the proper disciplines—global healthcare, global leadership, and evidence-based practice. It is insufficient to be a global healthcare programme, whether leadership or management, in nomenclature only. The scholarly rigour must be present. See Table 18 on page 45 and Table 16 on page 43.

The research supports establishing global healthcare leadership as a formal academic discipline by integrating global healthcare, global leadership, and evidence-based practice. Based on the review of 114 programmes, only nine qualified as “Global Healthcare Leadership” programmes or were conceptually closely associated with this idea. Of these, approximately 5.26% scored “moderate” (score of 18-27) (six programmes), none scored

"high" (score of 28-36), and only 0.88% scored "very high" (score of 37-42). See Table 14 on page 40.

### **5.6 Impact of Limitations of Methodology on Findings**

The chosen methodology—primarily the reliance on publicly available data from university programme websites—may have impacted the findings. The lack of direct access to complete curricula or interaction with programme developers means that the analysis is based solely on the information presented online, which may not fully capture the depth and breadth of the programmes. This limitation could result in an underestimation or overestimation of the integration of evidence-based practice within these programmes. While systematic, the textual content analysis method is inherently interpretative, and the findings may be influenced by subjective judgments in categorising and analysing programme content. While the study provides valuable insights, the findings are a preliminary step towards more comprehensive research and additional research design models.

### **5.7 Recommendations for Future Research**

Educational institutions can better prepare non-clinical executives to lead effectively in a global healthcare context influencing the design and delivery of future postgraduate programmes. Future research should build upon the findings of this dissertation which was developed through primary source grey literature. Conduct empirical research with direct access to curricula, faculty, and students, permitting a more refined understanding of how these competencies are taught and applied. Expand the

extent of research to include non-Western contexts to understand the global applicability of the proposed interdisciplinary approach. Investigate the impact of educational modalities (online, on-campus, hybrid) on the effectiveness of these programmes.

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## Appendix A

### Information Regarding the Oral Presentation at Global Evidence Summit in Prague, Czech Republic on September 13, 2024

The screenshot shows the website for the Global Evidence Summit 2024. The browser address bar displays "globalevidencesummit.org". The navigation menu includes "Home", "About", "Attend", "Programme", "Networking", and "Ambassadors". There are two buttons: "Full Programme" and "Register here". The main banner features a photograph of a conference hall with a stage and a large audience. Text on the banner includes "10 - 13 September 2024", "Global Evidence Summit 2024", and "PRAGUE, CZECH REPUBLIC". A "Register here" button is positioned in the center of the banner. At the bottom, a large orange bar contains a countdown timer: "14 : 10 : 21 : 33" with labels "Days", "Hours", "Minutes", and "Seconds" below each number.

September 10th

September 11th

September 12th

September 13th

### September 13th

Chairs: Jitka Klugarová, Robert Wolff

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11:05-11:12

**Enhancing small-scale implementation projects: The Implementation Support Program (ISP) by ebpracticenet**

Ashley Boers

Abstract

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11:12 - 11:19

**Competencies in global healthcare leadership training programmes: protocol for a scoping review and curricular content analysis**

Professor Shawn Mathis

Abstract

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11:19 - 11:26

**Implementing a Structured Bowel Management Protocol in adult Medical Intensive Care/Medical High Dependency Unit: a best practice implementation project**

Ms Guangguang Hou

Abstract

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11:26 - 11:33

**Harnessing the Power of Artificial Intelligence in Evidence Retrieval and Synthesis: A Paradigm Shift in Healthcare Research**

Prof. Sourav Panda

Abstract

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11:33 - 11:40

**Knowledge Mobilization Among Community Leaders in Equity-Deserving Groups: Application to COVID-19 and Canadian Post-COVID-19 Recommendations (CAN-PCC)**

Dr. Kevin Pottle

Abstract

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11:40 - 11:47

**The RoB NMA Tool: Development of a tool to assess risk of bias (RoB) in network meta-analysis (NMA)**

Dr. Andrea Tricco

Abstract

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11:47 - 11:54

**Knowledge Translation in the Global South: Bridging Different Ways of Knowing for Equitable Development**

Mr James Georgalakis

Abstract

TIMELINE

September 10th

September 11th

September 12th

September 13th

### September 13th

Chairs: Jitka Klugarová, Robert Wolff

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11:05-11:12

**Competencies in global healthcare leadership training programmes: protocol for a scoping review and curricular content analysis**

Professor Shawn Mathis

Abstract

**Competencies in global healthcare leadership training programmes: protocol for a scoping review and curricular content analysis**

"Background: In postgraduate global healthcare leadership programmes, the integration of evidence-based practice (EBP) competencies is crucial for effective decision-making and improving healthcare outcomes. However, the extent to which these competencies are incorporated remains underexplored. Objectives: This scoping review aims to systematically analyse the presence and characteristics of evidence-based practice competencies within postgraduate global healthcare leadership programmes. Methods: Following the Joanna Briggs Institute methodology, a comprehensive search of peer-reviewed and grey literature was conducted in databases such as PubMed, Scopus, Web of Science, and ERIC. The search included studies analysing programme structure, effectiveness, impact, or implementation of evidence-based practice competencies and those examining curriculum design, content, teaching methods, and outcome assessments. Results: The scoping review provided insights into the current landscape of evidence-based practice competencies education in postgraduate global healthcare leadership programmes. The findings were synthesised and presented, highlighting areas of strength and areas for improvement in evidence-based leadership training. Conclusions: This scoping review protocol outlined a systematic approach to address the gap in understanding the integration of evidence-based practice competencies in postgraduate global healthcare leadership programmes. By identifying strengths and areas for enhancement, this review contributes to advancing evidence-based leadership training and ultimately improves healthcare decision-making and outcomes on a global scale."

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11:40 - 11:47

**The RoB NMA Tool: Development of a tool to assess risk of bias (RoB) in network meta-analysis (NMA)**

Dr. Andrea Tricco

Abstract

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11:47 - 11:54

**Knowledge Translation in the Global South: Bridging Different Ways of Knowing for Equitable Development**

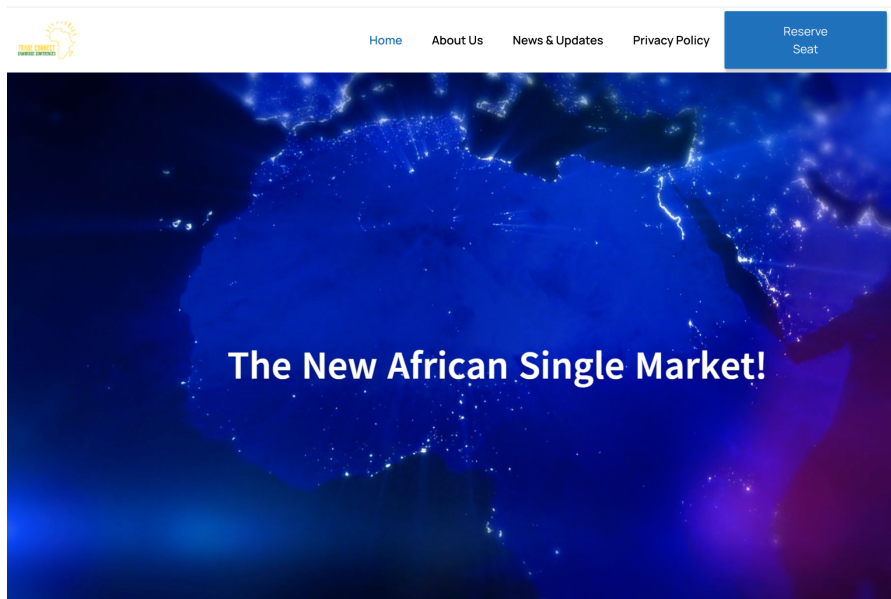
Mr James Georgalakis

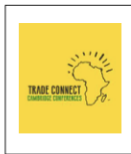
Abstract

## Appendix B

### Recently Accepted Role as Advisory Board Member to the Trade Connect

#### Cambridge Conferences and Panellist Participation Scheduled for October 5, 2024





## The African Structural Revolution

*Leapfrogging the 5 Key Sectors of the New African Single Market*

Venue: Robinson College, University Of Cambridge, CB3 9AN

**Saturday 5<sup>th</sup> October 2024**

**8am – 9am:** Registration, Arrival Teas & Coffees, Networking

**9am – 9:05am:** Welcome – Dr Sooter Nomhwange (Founder & Director TC-Cambridge)

**9:05am – 9:20am:** Mayor Nik Johnson (Mayor Cambridgeshire & Peterborough)

**9:20am – 9:50am:** Prof. Benedict Oramah (President AFREXIMBANK) – President Africa Export – Import Bank: Investing heavily into African Infrastructural Projects.

**9:50am – 10:20am:** Governor, Benue State Nigeria - Governor, Benue State, Nigeria – His Excellency Rev. (Fr.) Hyacinth Alia (PhD) - Continues to be one of the strongest economies in Nigeria specialising in Agriculture, showcasing strategies for new exports.

**10:30am – 10:50am : Tea Break**

**10:50am – 12:15pm: Creative Panel 1:** Agriculture & Pharmaceuticals

Creating New business models, new SME's, new Joint Ventures: Industry specific opportunities as identified by this creative panellist and interlinked to the industrialization of these sectors on the African continent.

*Panellist*

1. Maria-Yassin Jah – Aspuna Group
2. Dr Raymond Asemakaha (CEO, Benue Investment and Property Company)
3. Professor Shawn Mathis (Professor of Global Healthcare Leadership and Innovation)
4. Dr Louise Sutherland (Director of Ceres Agri-Tech Knowledge Exchange Partnership, CE)
5. Moderator

**12:15pm – 1:15pm: LUNCH & NETWORKING**



## The African Structural Revolution

*Leapfrogging the 5 Key Sectors of the New African Single Market*

### 1:15pm – 2:15pm: Creative Panel 2: High Commissioners & Global Africa

Creating new pathways to furthering the Global Africa Initiative and strategic deployment of Diaspora resources into the 5 key sectors of the new African Single market.

#### *Panellist*

1. H.E Papa Owusu-Ankomah - Ghana High Commissioner
2. H.E Dr Fatou Bensouda - The Gambia High Commissioner
3. H.E. Mr Ndolamb Ngokwey - Democratic Republic of Congo High Commissioner
4. Moderator

### 2:15pm – 3:15pm: University of Cambridge Enterprise (CE)

University of Cambridge Enterprise (in collaboration with Trade Connect Cambridge Conferences Ltd) showcasing training programmes which address this significant need/gap – training and equipping African diaspora with entrepreneurship skills; who will in turn set up businesses to advance the key sectors of the new African single market and connect Africa to global supply chains.

### 3:15pm – 3:30pm: Head Trade Intelligence Solutions, Afreximbank – Lizanne Case

Afreximbank's Trade Intelligence Solutions is so pivotal and aimed at supporting clients seeking to enter new markets in Africa or expand into the African continent through providing advanced trade intelligence solutions.

### 3:30pm – 3:50pm: Tea Break

### 3:50pm – 4:20pm: "Fireside Chat" Mr John Momoh – Chairman & CEO Channels TV

Channels Television is a Nigerian independent 24-hour news and media television channel based in Lagos, Nigeria. It began broadcasting in 1995. Its primary focus is producing news and current affairs programs on Nigerian domestic issues but significantly watched across Africa.

### 4:20pm – 5:20pm: Structural Revolutionary Projects

#### *Presenters*

1. Virginia Simpson – Basemastic
2. Tritax Big Box – design Long-term logistics solutions
3. Dr Sooter & Dr Raymond – "THE BENUE PROJECTS"; this presentation interlinks with Basemastic and Tritax Big Bog above - as exemplary structural revolutionary projects to emerge out of the TC-Cambridge Conferences.

### 5:20pm – 5:30pm: Closing – Dr Sooter and then A Singer or Poet to close.



## Appendix C

### Inclusion and Exclusion Criteria for Global Healthcare Leadership Programmes

#### Inclusion Criteria:

- **Postgraduate Level:** Programmes must be at the postgraduate Master's level degree.
- **Relevance to Global Healthcare Leadership:** Programmes must relate to global healthcare leadership.
- **Evidence-Based Practice Competencies:** Programmes must indicate the teaching or learning of evidence-based practice competencies.
- **Non-Clinical Executive Focus:** Programmes must include non-clinical executives.
- **Publicly Accessible Information:** Programmes must have sufficient information on their websites for content review.
- **Geographical Distribution:** Efforts were made to include programmes from Eastern countries; however, limitations in accessing non-English resources affect the comprehensiveness of the inclusion from these regions.

#### Exclusion Criteria:

- **Clinical Executive Focus:** Programmes solely marketed to clinical executives without relevance to non-clinical leaders are excluded.

- **Lack of Evidence-based Practice Competencies:** Programmes that do not mention or indicate the teaching of evidence-based practice competencies are excluded.
- **Insufficient Information:** Programmes with insufficient website information to assess their relevance to global healthcare leadership or evidence-based practice competencies are excluded.
- **Domestic Focus:** Programmes focusing exclusively on domestic healthcare leadership without any global or international context are excluded.
- **Non-Postgraduate and Non-Degree Programmes:** Undergraduate programmes, non-degree offerings (such as certificates, seminars, or similar), postgraduate diplomas, and doctoral programmes are excluded. Only matriculated Master's level programmes are considered.
- **Unaccredited Programmes:** Programmes that do not mention any form of accreditation or only have module-level accreditation without programme-level accreditation are excluded.
- **Outdated or Inactive Programmes:** Programmes that appear to be outdated or no longer active based on website information are excluded.
- **Exclusion of Global Health and Public Health Programmes:** Programmes specifically focused on "Global Health", "Public Health", "Population Health", or domestic healthcare are excluded.