



## RIYAADA INSTITUTE FOR LEADERSHIP & GOVERNANCE

*Educating Leaders. Producing Knowledge. Transforming Institutions.*

RIYAADA ACADEMY

# UNIFIED CURRICULUM AND SYLLABUS

**Executive Courses · Short Courses · Long Courses · Executive Programmes · Learning Packages**

Academic Edition 2026 · Unified Edition, Version 1.0

|                  |                                                      |
|------------------|------------------------------------------------------|
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# Document control

|                               |                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Document title</b>         | RIYAADA Unified Curriculum and Syllabus 2026: Executive Courses, Short Courses, Long Courses, Executive Programmes and Learning Packages                                                                                                                                                                                                                            |
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| <b>Status</b>                 | Consolidated edition prepared for institutional ratification. Every credit, level, code and award-title correction in this book is a proposal until the approval record on the next page is completed.                                                                                                                                                              |
| <b>Consolidates</b>           | Ten source documents (Annex A, Source Register), including the Programme Catalogue, the Curricula and Learning Outcomes compendium, the Programme Philosophy, the Program Book, the Executive Programme Handbook, the Executive Leadership, Governance and Strategic Management prospectus and the Hospital Leadership, Management and Governance training package. |
| <b>Scope</b>                  | 22 Executive Courses; 23 Short Courses; 21 Long Courses; 4 Executive Programmes with 18 subjects; 7 Advanced Certificate pathways; the Executive Diploma; the Executive Fellowship; micro-credential tracks; and the integrated extended pathway.                                                                                                                   |
| <b>Language and spelling</b>  | English, British spelling. Bilingual (Somali) and Arabic delivery are governed by Chapter 6.                                                                                                                                                                                                                                                                        |
| <b>Review cycle</b>           | Annual, and after the first delivery of each course or programme. Next scheduled review: October 2027.                                                                                                                                                                                                                                                              |
| <b>Document control</b>       | The authorised electronic copy is held in the Institutional Document Register. Printed copies are uncontrolled unless registered. The Institute is RIYAADA Institute for Leadership & Governance; RIYAADA Academy is its education arm.                                                                                                                             |

## Approval record

This edition takes effect only after the review and approval record below is completed. The document owner records the decision reference, the effective date and the communication of material changes. Signatures are intentionally blank.

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*Version 1.0 supersedes the wording of the source documents only when approved. The editorial decisions, source conflicts and open items that remain are listed in Annexes C, D and E.*



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Entries are clickable. In Word, right-click the contents list and choose Update Field to refresh page numbers after any edit. The Navigation Pane shows the full heading hierarchy.



# How to use this book

This book describes every learning offer of RIYAADA Academy once, in one layout, with one credit value, one code and one award title.

| If you want to...                                                         | Go to                                                                                                                      |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Find a course by code or title                                            | Part II, Master Catalogue (Chapter 10). Codes are clickable and show the page.                                             |
| Understand credit, hours and certificate types                            | Part I: Chapter 4 (credit) and Chapter 5 (awards and certificates).                                                        |
| Read a full syllabus                                                      | Parts III to VII. Each course starts on a new page with a specification table, outcomes, content, assessment and readings. |
| See what changed from the source documents                                | Annex C (Reconciliation Register) and Annex B (Code Concordance).                                                          |
| See what still has to be completed before delivery                        | Annex E (Completion Register).                                                                                             |
| Compose a pathway from courses to a diploma                               | Part VII: Advanced Certificates, tracks, Executive Diploma and Fellowship.                                                 |
| Find a rubric, a learner form, a competency crosswalk or a glossary entry | Annexes F, G and H.                                                                                                        |

## Reading the course pages

Every course page opens with a banner (code and title) and a specification table. The following tags appear in the specification table and in the catalogue.

| Tag                                 | Meaning                                                                                                                                                                                                   |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Syllabus status: Approved</b>    | The syllabus is in the approved Curricula compendium (version 1.1), reproduced with unified credit and award wording.                                                                                     |
| <b>Syllabus status: Documented</b>  | A complete syllabus exists in a source document (Prospectus, Handbook, Programme Philosophy or Program Book). It is reproduced and harmonised here but has not passed the Academic Board approval stages. |
| <b>Syllabus status: Course card</b> | Only the catalogue entry exists: aim, level, credit, outputs and the principal assessed artefact. The fourteen-field syllabus must be written before scheduling (Annex E).                                |
| <b>Proposed</b>                     | A value (credit, hours, code or title) that this edition proposes in order to resolve a conflict or fill a gap. It is listed in Annex D and needs Academic Board approval.                                |
| <b>Derived</b>                      | A value calculated from other published values by the rules of Chapter 4, for example contact hours derived from credit.                                                                                  |

## Abbreviations

| Term  | Meaning                                              | Term  | Meaning                                |
|-------|------------------------------------------------------|-------|----------------------------------------|
| RCAF  | RIYAADA Credit and Award Framework                   | RPL   | Recognition of Prior Learning          |
| RCP   | RIYAADA Credit Point: ten notional hours (Chapter 4) | EDR   | Executive Development Record           |
| RECH  | RIYAADA Executive Credit Hour (legacy; 3 RCP)        | IA    | Integrative assignment                 |
| RL    | RIYAADA Level, RL1 to RL5 (Chapter 5)                | PDSA  | Plan, Do, Study, Act improvement cycle |
| NTP I | National Transformation Plan I (2025 to 2029)        | IPC   | Infection prevention and control       |
| SOE   | State-owned enterprise                               | EPHS  | Essential Package of Health Services   |
| UHC   | Universal health coverage                            | DHIS2 | District Health Information Software 2 |



# 1 Summary of the Unified Edition

Ten source documents described the same institution with different codes, credit units and certificate names. This edition resolves them into one portfolio.

## The portfolio at a glance

Table 1 • The unified portfolio (credit-bearing courses and programmes)

| Family                               | Where    | Courses / programmes | RCP each       | Total RCP | Level   |
|--------------------------------------|----------|----------------------|----------------|-----------|---------|
| Executive Courses                    | Part III | 22                   | 4–9            | 140       | RL2     |
| Short Courses                        | Part IV  | 23                   | 4–8            | 132       | RL2     |
| Long Courses                         | Part V   | 21                   | 7–10           | 198       | RL2     |
| Executive Programmes                 | Part VI  | 4                    | 9–18           | 54        | RL2     |
| Learning Packages and award pathways | Part VII | 7 + 3 + 3            | 24–30; 60; 90+ | n/a       | RL3–RL5 |

The four course families contain **70** credit-bearing courses and programmes and **524 RCP** of taught credit in total. The Executive Programmes also carry **18** subjects (Part VI). Learning Packages assemble courses into Advanced Certificates (7), micro-credential tracks (3 proposed), the Executive Diploma and the Executive Fellowship.

## What the unification corrected

- One credit currency.** Every item is expressed in RIYAADA Credit Points (RCP = 10 notional hours). Programme Book “credits”, Handbook “RECH” and the Prospectus “5 days ≈ 35 contact hours” convention are converted by one published rule (Chapter 4).
- Corrected credit and hours.** Seven Executive Courses documented in the Prospectus as five-day, 35-hour courses were listed in the Catalogue with other durations and credit (for example Corporate Governance at 6 days and 6 RCP). They are standardised at 5 days, 35 contact hours and 7 RCP. Ten Catalogue-only courses keep their RCP and receive derived contact hours. The portfolio of 22 Executive Courses now totals 140 RCP and 120 teaching days (Catalogue: 133 RCP and 127 days).
- Corrected award levels.** The Handbook awarded RL3 Advanced Certificates for Advanced Public Administration (18 RCP) and Women in Senior Leadership (15 RCP). RL3 requires a three-course cluster of 24–30 RCP, so both programmes are RIYAADA Professional Certificates (RL2). The RL2 credit band is widened from 4–10 to 4–18 RCP to accommodate them (Decision D1).
- Corrected certificate types.** Eight different award names (for example “RIYAADA Certificate in X”, “Certificate of Completion”, “micro-credential”, “Professional Track Certificate”, “degree-level”) are replaced by five defined award types, RL1 to RL5, each with a fixed title format (Chapter 5).
- Corrected pathway arithmetic.** The seven Advanced Certificates carried unexplained residual credit of 5 to 12 RCP. Each now has a stated 7-RCP integrative assignment (8 for Applied Research & Evaluation), so every certificate lies inside the 24–30 RCP band. The Executive Diploma is shown as 48–51 RCP of taught courses plus 9–12 RCP of capstone and integration, totalling 60 RCP.
- One code system.** Duplicate and clashing codes are resolved: for example the Programme Philosophy used HSLD-606 and EXP-704 for modules that the Program Book codes differently. Every legacy code is traceable in Annex B.
- One syllabus layout.** Every course follows the fourteen-field syllabus standard. Where a source did not contain a field, the gap is recorded in the Completion Register rather than filled with invented content.
- One framework wording.** The controlled definitions of LEADER, MANAGER, DIRECTOR and LEADERSHIP in the Catalogue are used throughout; the alternative wording in the Prospectus and Handbook is retained in Annex F.



## What needs a decision

### For the Academic Board

The corrections above are proposals. Annex D lists nineteen decisions for the Academic Board, the most consequential being D1 (the RL2 credit band), D2 and D10 (credit conversion of the Program Book and the Handbook), D3 (the 35-hour standard for the nine flagship courses), D6 (the integrative assignment) and D19 (the default assessment gates). Until they are approved, the Catalogue values remain the contractual position for any cohort already advertised.

## What is not yet complete

Ten Executive Courses exist only as catalogue cards; two Long Courses carry only a title and credit; and every course except Hospital Leadership, Management & Governance still lacks session plans, a named course owner and a review date. Annex E lists each gap and the action needed. Nothing has been invented to hide them.



# Part I ▪ The Academic Framework

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The institution, its architecture, one credit system, five award types, the teaching and assessment rules, admission and the quality system that every course in this book obeys.

- Chapter 2 The Institution and its Philosophy
- Chapter 3 Academic Architecture
- Chapter 4 The RIYAADA Credit and Award Framework
- Chapter 5 Awards and Certificates
- Chapter 6 Teaching, Learning and Delivery
- Chapter 7 Assessment and Academic Regulations
- Chapter 8 Admission, Recognition, Fees and Learner Entitlements
- Chapter 9 The Syllabus Standard, Curriculum Approval and Quality Assurance

## 2 The Institution and its Philosophy

RIYAADA exists to turn leadership potential into measurable institutional performance where governance capacity is most needed.

### 2.1 RIYAADA at a glance

RIYAADA Institute for Leadership & Governance is based in Mogadishu. It combines executive education, applied research and institutional advisory work, with a focus on Somalia, the Horn of Africa and comparable fragile and transitional settings. The Institute develops leadership capabilities that improve institutional practice: programmes connect learning with an organisational challenge, an assessed output and follow-up on implementation.

The Institute works across five interlocking pillars (leadership, governance, research, publishing and innovation) through four operating entities that share one identity, one quality system and one set of values.

**Table 2 · The four RIYAADA operating entities**

| Entity                                        | Mandate                                                                                                                            | Primary channel                                     |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| RIYAADA Institute for Leadership & Governance | Institutional parent: strategy, governance, policy engagement, partnerships and institutional transformation advisory.             | www.riyaadainstitute.com                            |
| RIYAADA Academy                               | Professional and executive education: curricula, cohorts, assessment, certification and alumni pathways. The subject of this book. | www.riyaadaacademy.com<br>www.riyaadaacademy.online |
| RIYAADA Journals                              | Peer-reviewed publishing, editorial governance, indexing and research dissemination.                                               | www.riyaadajournals.com                             |
| RUGSAN Publisher                              | Books, monographs, manuals, policy series and institutional imprints.                                                              | Imprint of the Institute                            |

#### Institutional promise

Every RIYAADA programme is designed to leave behind a working institutional system (a policy, a register, an audit, a dashboard, a plan) and not only an individual with new knowledge. LEARN. QUALIFY. LEAD.

### 2.2 Programme philosophy

RIYAADA's programme philosophy connects systems thinking, professional practice and ethical public leadership. In fragile settings a technically sound intervention may fail if responsibilities, resources or stakeholder support are unclear. Learners therefore examine the institutional conditions needed to implement their proposals. Four principles guide every course in this book.

**Table 3 · The four organising principles**

| Principle                            | What it means in a RIYAADA course                                                                                                                    |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systems thinking</b>              | Identify interdependencies and unintended effects across governance, finance, workforce, information and service delivery before proposing a change. |
| <b>Applied professional learning</b> | Use problems drawn from ministries, hospitals and other institutions; the learner's own institution is the main case.                                |
| <b>Ethical leadership</b>            | Decisions respect dignity, integrity, accountability and public purpose; service, evidence, equity and prudence guide teaching and assessment.       |
| <b>Practice and reflection</b>       | Develop judgement through simulations, diagnostic tasks, supervised assignments, peer challenge and structured reflection.                           |



Each course links these principles to an assessable output, such as a governance manual, a service-improvement plan or a decision brief. Follow-up examines how the output is used and what further support is needed; attendance alone is not assumed to produce institutional change.

## 2.3 Three curriculum commitments

|                                             |                                                                                                                                                           |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Institution first</b>                    | Every session strengthens an institutional system and not only an individual skill.                                                                       |
| <b>Practice-driven</b>                      | At least half of contact time is devoted to cases, simulations, audits, drills and drafting clinics in which participants build real institutional tools. |
| <b>Evidence-based and standards-aligned</b> | International standards and evidence are adapted honestly to fragile-setting realities rather than imported unchanged.                                    |

The 90-day application review identifies early use of the output, barriers and support needs. A feasible output and a follow-up plan are required; guaranteed institutional impact is not promised.

## 2.4 Purpose of the academic programme

- Develop a cohort of system-oriented leaders skilled in managing institutions, shaping policy and driving reform.
- Build leadership capacity within ministries, hospitals, public health authorities, non-governmental organisations and academic organisations.
- Strengthen national systems through improved governance, financing, quality assurance, emergency preparedness and data-driven decision-making.
- Provide structured development pathways for emerging and mid-career professionals aspiring to senior leadership roles.
- Foster a culture of accountability and excellence grounded in evidence-based public-sector practice.

## 2.5 The Somali and fragile-state context

The portfolio is designed for the Somali operating environment while remaining relevant to comparable fragile, post-conflict and transitional settings. Somalia's National Transformation Plan I (2025 to 2029) names Transformational Governance as a foundational priority, and the courses localise governance and leadership content to hybrid institutions, federal and member-state coordination, donor dependency, public financial management reform, anti-corruption priorities, service-delivery constraints and the political economy of reform.

Participants analyse their own organisational challenges and develop applied outputs for their institutions. Statistics, legal references, governance codes and reform priorities are refreshed before each publication or delivery.

## 2.6 Legacy design content and recognition claims

This book preserves the extended modules and executive intensives developed in 2025 (the Program Book and the Programme Philosophy) alongside the 2026 Catalogue course architecture. Legacy codes identify design content only: they do not establish equivalence, credit or an additional award, and each is mapped to a unified code, credit and award title in Annex B, subject to Academic Board approval.

The award framework is an institutional professional-education framework. It does not claim equivalence with a national qualifications framework, a university degree or a regulated professional licence. The Institute makes no claim of external recognition, accreditation, credit transfer or degree equivalence unless documentary evidence is held and the claim is stated in writing; "degree-level" is therefore withdrawn from all course descriptions (Chapter 5).



## 3 Academic Architecture

The portfolio is organised on four axes: four Schools, six Themes, five course families and three management tiers.

### 3.1 Four Schools

Four Schools organise the Executive Courses. Each School requires a named academic lead, a curriculum map and an annual review. Learners may study within one School or follow an approved cross-School pathway.

**Table 4 · The four Schools and their Executive Courses**

| Code | School                                                        | Disciplinary scope                                                                                                                                                                                              | Executive Courses              |
|------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| S1   | School of Governance & Public Leadership                      | Public leadership; corporate and board governance; ethics, integrity and accountability; public policy; government administration; and public-sector reform.                                                    | 6 courses<br>42 RCP<br>30 days |
| S2   | School of Health Systems, Policy & Financing                  | Hospital leadership and governance; health financing and social health insurance; universal health coverage; strategic purchasing; quality and patient safety; health workforce; and digital health governance. | 6 courses<br>41 RCP<br>36 days |
| S3   | School of Strategy, Management & Institutional Transformation | Executive leadership; institutional transformation; change management; strategic management; public financial management; organisational budgeting; and project and programme management.                       | 5 courses<br>33 RCP<br>27 days |
| S4   | School of Research, Evaluation & Knowledge                    | Applied research; monitoring, evaluation, accountability and learning; scientific writing and publishing; data literacy; evidence use; grant writing; and resource mobilisation.                                | 5 courses<br>24 RCP<br>27 days |

### 3.2 Six Themes

The Short Courses and Long Courses derived from the 2025 Program Book and Programme Philosophy are organised by six teaching Themes. Themes are a second classification axis: they group subjects, whereas Schools group Executive Courses. The crosswalk below shows subject alignment only; it is not an approved credit equivalence.

**Table 5 · Themes, School alignment and course counts**

| Theme | Name                                            | Primary School alignment        | Aligned Executive Courses                                        | Short | Long |
|-------|-------------------------------------------------|---------------------------------|------------------------------------------------------------------|-------|------|
| T1    | Leadership and Governance                       | S1 and S3                       | PLG, CGV, BGD, EIA, EXL, ITC                                     | 6     | 4    |
| T2    | Health Systems Strengthening                    | S2                              | HFN, UHC, HRH, DHG                                               | 3     | 6    |
| T3    | Hospital Administration and Clinical Governance | S2                              | HLMG, QPS, HRH                                                   | 2     | 5    |
| T4    | Emergency and Outbreak Leadership               | S2 and cross-School development | Relevant HLMG content; specialist modules need separate approval | 2     | 3    |
| T5    | Data, Epidemiology and Digital Health           | S2 and S4                       | DHG, RES, MEL, DAT                                               | 2     | 3    |
| T6    | Executive and Cross-Cutting Skills              | S3 and S4                       | EXL, SMO, PMG, GWR                                               | 8     | 0    |



Table 6 • Teaching Themes T1 to T6

| Theme                                              | Focus (Programme Philosophy §4)                                                                                                                                                                                      |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| T1 Leadership and Governance                       | Power dynamics, accountability frameworks, government systems, organisational management and ethical leadership, to develop governance capability and steward reform.                                                |
| T2 Health Systems Strengthening                    | Financing, service delivery, workforce management, information systems, supply chains and governance, using the six health-system building blocks, the Essential Package of Health Services (EPHS) and WHO guidance. |
| T3 Hospital Administration and Clinical Governance | Operational management, patient safety, quality improvement, operational intelligence, risk management and clinical governance structures.                                                                           |
| T4 Emergency and Outbreak Leadership               | Emergency coordination, incident command (ICS/HICS), disease surveillance and response, early warning, multi-hazard preparedness and rapid response; One Health and health security.                                 |
| T5 Data, Epidemiology and Digital Health           | Data analytics, epidemiological methods, DHIS2 utilisation, information-system maturation and digital transformation; research methods.                                                                              |
| T6 Executive and Cross-Cutting Skills              | Communication, strategic decision-making, foresight, demographic analysis and professional judgement.                                                                                                                |

### 3.3 Five course families

Every item in this book belongs to exactly one family. The family fixes the typical duration, the contact-to-notional ratio used to derive credit, the code range and the part of the book in which the syllabus appears.

Table 7 • Course families

| Family                                     | Code form              | Typical duration                    | Contact : notional    | Credit         | Items | Where    |
|--------------------------------------------|------------------------|-------------------------------------|-----------------------|----------------|-------|----------|
| Executive Courses (EXC)                    | RA-XXX-1nn to 4nn      | 4–7 days (20–48 contact hours)      | 1 : 2                 | 4–9 RCP        | 22    | Part III |
| Short Courses (SHC)                        | RA-EXx-7nn             | 2–4 weeks (20–40 contact hours)     | 1 : 2                 | 4–8 RCP        | 23    | Part IV  |
| Long Courses (LNC)                         | RA-xxxx-6nn            | 12 weeks (24–36 contact hours)      | 1 : 3                 | 7–10 RCP       | 21    | Part V   |
| Executive Programmes (EXP)                 | RA-xxx-5nn             | 6–12 weeks (3–6 RECH; 90–180 hours) | 1 : 3                 | 9–18 RCP       | 4     | Part VI  |
| Learning Packages and Award Pathways (PKG) | AC-xxx, PW-xxx, TR-xxx | 3 months to 18 months               | credit by composition | 24–30; 60; 90+ | 13    | Part VII |

“Learning packages” are assemblies of courses into an award; the Hospital Leadership, Management & Governance package (RA-HLMG-201) is both an Executive Course and a complete training package with session plans, and appears in Part VII in full. Thirteen award pathways are defined: seven Advanced Certificates, three micro-credential tracks, the Executive Diploma, the Executive Fellowship and the integrated extended pathway (Part VII).

### 3.4 Three management tiers

Every course states the management tier it primarily serves, so that cohorts are composed of peers who share a decision horizon. Award level and management tier are distinct: seniority alone neither earns an award nor waives assessment.



Table 8 • Management tiers

| Tier                                    | Who                                                                                                               | Decision focus                                                                                       |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Tier 01 Top management</b>           | Boards, founders, chairpersons, chief executives, ministers, directors general and senior institutional stewards. | Purpose, legitimacy, strategic direction, fiduciary responsibility and institutional sustainability. |
| <b>Tier 02 Middle management</b>        | Departmental directors, deans, division heads, programme managers, policy leads and reform coordinators.          | Translating strategic intent into coordinated implementation and system strengthening.               |
| <b>Tier 03 Supervisory / first line</b> | Supervisors, team leaders, unit heads and project coordinators.                                                   | Daily operational discipline, team performance, service quality and problem solving.                 |

### 3.5 The four RIYAADA teaching frameworks

Four proprietary teaching frameworks provide a shared language for leadership, management, governance and institutional change. They are institutional teaching frameworks; they are not represented as externally validated psychometric instruments. The definitions below are the controlled wording of the Programme Catalogue and must be used consistently in syllabi, slides and rubrics. External frameworks, models and standards remain attributed to their authors and issuing bodies.

Table 9 • Controlled framework definitions

| Framework         | Function                                        | Controlled elements                                                                                                                         |
|-------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEADER</b>     | Personal and ethical leadership                 | Listen · Envision · Align · Decide · Engage · Reflect                                                                                       |
| <b>MANAGER</b>    | Operational and performance management          | Measure · Allocate · Navigate · Govern · Execute · Review. MANAGER is the framework name; the six actions are not a seven-letter expansion. |
| <b>DIRECTOR</b>   | Governance, oversight and fiduciary stewardship | Define · Integrate · Risk-manage · Ensure ethics · Control · Track · Oversee · Report. No letter-by-letter acronym equivalence is implied.  |
| <b>LEADERSHIP</b> | Institutional transformation and public value   | Legitimacy · Evidence · Accountability · Direction · Execution · Resilience · Systems · Human capital · Innovation · Partnership            |

#### Framework wording

The Prospectus and the Executive Programme Handbook give different acronym expansions for the same four framework names (for example LEADER as “Lead; Empower; Accountable; Decisive; Engage; Results-Driven”). This edition adopts the Catalogue wording as controlled and keeps the alternative wording in Annex F so that nothing is lost. Course pages describe framework integration as “source-documented emphasis” and do not restate alternative expansions.

### 3.6 Seven graduate competencies

Across all Schools, seven high-impact competencies are diagnosed on entry, developed during delivery and re-assessed on completion. The controlled list is that of the Catalogue; the Prospectus, the Handbook and the Programme Philosophy use differently worded sets, which are cross-walked in Annex G.

Table 10 • Seven graduate competencies

| # | Controlled competency (Catalogue)                                              | Evidence expected (Handbook graduate standard)                                            |
|---|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 1 | Ethical and accountable leadership                                             | Authority, conflict management, privacy, inclusion and evidence of individual authorship. |
| 2 | Strategic thinking, direction-setting and public-value orientation             | Explicit objectives, credible options, trade-offs and a resource-aware recommendation.    |
| 3 | Governance, fiduciary oversight, risk management and institutional stewardship | Decision rights, controls, reporting lines and a defensible oversight arrangement.        |



| # | Controlled competency (Catalogue)                                            | Evidence expected (Handbook graduate standard)                                                        |
|---|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 4 | Evidence-informed decision-making, policy analysis and data literacy         | Accurate analysis, transparent assumptions, uncertainty and proportionate judgement.                  |
| 5 | People, team, stakeholder and partnership leadership                         | Constructive feedback, fair delegation and a feasible development or support arrangement.             |
| 6 | Execution, change management, service improvement and performance discipline | A revised response to new evidence, funding pressure or a changed context; implementation milestones. |
| 7 | Communication, influence, reflection and adaptive learning                   | A clear decision brief, purposeful listening, an accurate record and a response to challenge.         |

### 3.7 The unified code system

Every course and programme carries one permanent code of the form **RA-{MNEMONIC}-{NNN}**. The first digit of the number identifies the family or School, so the code alone tells a reader where to look in this book. Pathways and tracks use their own prefixes. Legacy codes are retained in Annex B and in each specification table for traceability.

Table 11 · Code ranges

| Number range    | Meaning                                                                        | Examples                                        |
|-----------------|--------------------------------------------------------------------------------|-------------------------------------------------|
| 101–106         | School S1 Executive Courses                                                    | RA-PLG-101, RA-CGV-102                          |
| 201–206         | School S2 Executive Courses                                                    | RA-HLMG-201, RA-HFN-202                         |
| 301–305         | School S3 Executive Courses                                                    | RA-ITC-301, RA-SMO-303                          |
| 401–405         | School S4 Executive Courses                                                    | RA-RES-401, RA-SWP-403                          |
| 501–504         | Executive Programmes (former Handbook suite)                                   | RA-APA-501, RA-PFMX-502, RA-DPI-503, RA-WSL-504 |
| 601–622         | Long Courses (12-week extended professional modules)                           | RA-HSLD-601, RA-RSCH-622                        |
| 701–723         | Short Courses (executive micro-credentials and the seminar and workshop)       | RA-EXL-701, RA-EXO-717, RA-HSMW-723             |
| AC-xxx          | Advanced Certificate pathways (RL3)                                            | AC-GPL, AC-HSL                                  |
| PW-xxx / TR-xxx | Pathways (Diploma, Fellowship, integrated pathway) and micro-credential tracks | PW-DIP, PW-FEL, PW-IEP, TR-EOC                  |

Six Short Courses in the Programme Philosophy carried codes that the Program Book had already used for different modules (EXP-704, EXC-707, EXF-708, EXP-710, EXH-711, EXD-712). They are given new unique codes RA-EXO-717 to RA-EXI-722 (Decision D12). The Long Course coded HSLD-606 in the Philosophy (Strategic Operations Management) is coded RA-HSLD-609; RA-HSLD-606 remains the Program Book's Office & Operations Administration.



## 4 The RIYAADA Credit and Award Framework

One credit currency, one conversion rule, five levels. Every course in this book states its credit in RIYAADA Credit Points.

### 4.1 The credit unit

One **RIYAADA Credit Point (RCP)** represents ten notional learning hours. Notional hours include taught sessions, preparation, independent study, workplace application and assessment. Credit is calculated from the approved workload; it is not inferred from the number of teaching days, from the 70-20-10 learning heuristic or from the number of weeks. The credit of a course is the whole number of RCP in its notional hours: **RCP = notional hours ÷ 10, rounded down**.

Contact hours are the hours of live or observed learning (including supervised practice and assessed live events). The relationship between contact and notional hours is fixed by family so that readers can compare courses of different lengths.

**Table 12 • Credit derivation by course family**

| Family               | Contact : notional | How credit is derived                                                                                         | Worked example                                                                                                         |
|----------------------|--------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Executive Courses    | 1 : 2              | Notional = 2 × contact hours. The standard 5-day course has 35 contact hours, so 70 notional hours and 7 RCP. | RA-CGV-102: 35 h × 2 = 70 notional h = 7 RCP                                                                           |
| Short Courses        | 1 : 2              | The hours stated for the micro-credential are treated as contact hours; notional = 2 × contact.               | RA-EXL-701: 30 h → 60 notional h → 6 RCP; RA-EXC-707: 20 h → 4 RCP                                                     |
| Long Courses         | 1 : 3              | One legacy credit equals 36 notional hours (12 contact + 24 independent). Notional = 36 × legacy credits.     | RA-HSLD-601: 3 cr → 108 notional h → 10 RCP (36 contact h)<br>RA-PSCG-617: 2 cr → 72 notional h → 7 RCP (24 contact h) |
| Executive Programmes | 1 : 3              | One RECH equals 30 notional hours = 3 RCP.                                                                    | RA-APA-501: 6 RECH → 180 h → 18 RCP                                                                                    |
| Hospital package     | as documented      | Core instruction 41 h; overall contact 48 h; notional 90 h.                                                   | RA-HLMG-201: 90 notional h = 9 RCP                                                                                     |

#### Proposed values and contractual position

The Catalogue values that the source documents publish for Executive Courses (for example 5 RCP for Ethics, Integrity & Accountability) remain the contractual position for any cohort already advertised until the Academic Board approves Decisions D1 to D4 in Annex D. Where this edition proposes a different value, the page says so and the Reconciliation Register (Annex C) shows both values.



## 4.2 The five RIYAADA Levels

Table 13 • RIYAADA Credit and Award Framework (unified)

| Level | Award                        | Typical form                                                                | Volume             | Credit    | Award requirement                                                                                                                                                      |
|-------|------------------------------|-----------------------------------------------------------------------------|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RL1   | Certificate of Participation | Briefing, seminar, masterclass or non-assessed short course                 | 1–3 days           | 0 RCP     | Minimum attendance and active participation; no assessed credit.                                                                                                       |
| RL2   | Professional Certificate     | Assessed Executive Course, Short Course, Long Course or Executive Programme | 3 days to 12 weeks | 4–18 RCP  | At least 80% attendance (85% of live hours for Executive Programmes) and successful completion of the applied assessment or portfolio.                                 |
| RL3   | Advanced Certificate         | Three-course cluster plus integrative assignment                            | 3–6 months         | 24–30 RCP | Successful completion of the prescribed cluster and an integrative institutional assignment.                                                                           |
| RL4   | Executive Diploma            | Cross-School pathway plus institutional capstone                            | 6–12 months        | 60 RCP    | Governance, leadership, execution and strategy cores, plus a defended capstone and a 90-day review.                                                                    |
| RL5   | Executive Fellowship         | Advanced practice, coaching and transformation fellowship                   | 9–18 months        | 90+ RCP   | Executive Diploma or equivalent, three years of subsequent senior practice, a supervised transformation portfolio, panel defence and verified implementation evidence. |

### Decision D1

The Catalogue states the RL2 band as 4–10 RCP. Two Executive Programmes in the Handbook (Public Financial Management, 12 RCP; Advanced Public Administration, 18 RCP) and the Long Courses (7 or 10 RCP) fall near or above the upper limit. Decision D1 proposes widening the RL2 band to 4–18 RCP. Without D1, Public Financial Management (12 RCP) and Advanced Public Administration (18 RCP) cannot be awarded at RL2.

## 4.3 Credit rules

- **Competence, not attendance.** Credit is awarded on demonstrated competence. A learner who attends fully but does not submit the assessed applied output receives a Certificate of Participation (RL1), not a Professional Certificate (RL2).
- **Validity.** Credit earned is recorded in the learner's Executive Development Record (EDR) and remains valid for five years for the purpose of building an Advanced Certificate or Executive Diploma.
- **No double counting.** A credit counts once towards any award. Where a course appears in more than one pathway, the learner's study plan states which pathway receives it.
- **Recognition of prior learning (RPL).** Up to one third of the credit required for an Advanced Certificate or Executive Diploma may be awarded through RPL on the evidence of assessed outputs, documented senior practice or accredited study elsewhere. The final integrative subject, capstone and panel defence of an award cannot be recognised through RPL.
- **Integrative assignment credit is explicit.** Each Advanced Certificate carries a stated integrative-assignment credit (Chapter 26); no residual credit is left unexplained.
- **Credit is released only on completion.** Credit is issued after all award conditions are satisfied; a withdrawing learner may request a Statement of Attendance, which carries no credit.
- **Not an external credit system.** RCP is an internal executive-education measure. It is not a claim of ECTS, university semester credit, a national qualification level, professional licensure or external accreditation.



## 4.4 How the legacy credit units were converted

The source documents used five different measures of study. They are converted by the rules in Section 4.1 and shown here so that every conversion can be audited. Each conversion is a proposal (Decisions D2, D3, D10, D11) until approved.

**Table 14 • Conversion of legacy credit units**

| Source measure                                     | Where it appeared                                                    | Conversion rule                                                                    | Result                                                                                                          |
|----------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>RCP (RIYAADA Credit Point)</b>                  | Programme Catalogue; Curricula compendium                            | Unchanged where the syllabus is approved or where no other documented hours exist. | Executive Courses 4–9 RCP                                                                                       |
| <b>“5 days = 35 contact hours”</b>                 | Executive Leadership, Governance and Strategic Management Prospectus | $35 \text{ contact h} \times 2 = 70 \text{ notional h.}$                           | 7 RCP for the nine Prospectus courses (Decision D3)                                                             |
| <b>“Credits” (cr)</b>                              | Program Book (Long Courses)                                          | $1 \text{ cr} = 36 \text{ notional h (12 contact + 24 independent).}$              | $3 \text{ cr} = 10 \text{ RCP}$ ; $2 \text{ cr} = 7 \text{ RCP}$ (Decision D10)                                 |
| <b>“Hours” of micro-credential (~20, ~30, ~40)</b> | Program Book (Short Courses)                                         | Stated hours are contact hours; notional = $2 \times \text{contact}$ .             | $20 \text{ h} = 4 \text{ RCP}$ ; $30 \text{ h} = 6 \text{ RCP}$ ; $40 \text{ h} = 8 \text{ RCP}$ (Decision D11) |
| <b>RECH (RIYAADA Executive Credit Hour)</b>        | Executive Programme Handbook                                         | $1 \text{ RECH} = 30 \text{ notional h} = 3 \text{ RCP.}$                          | $3 \text{ RECH} = 9 \text{ RCP}$ ... $6 \text{ RECH} = 18 \text{ RCP}$ (Decision D2)                            |

## 4.5 Totals

**Table 15 • Sum of credit across families (portfolio size, not the workload of one award)**

| Family                          | Items     | Notional hours (sum) | RCP (sum)  |
|---------------------------------|-----------|----------------------|------------|
| Executive Courses               | 22        | 1400                 | 140        |
| Short Courses                   | 23        | 1320                 | 132        |
| Long Courses                    | 21        | 2124                 | 198        |
| Executive Programmes            | 4         | 540                  | 54         |
| <b>All credit-bearing items</b> | <b>70</b> | <b>5,384</b>         | <b>524</b> |

These are sums of separate course specifications. They describe the size of the portfolio and are not the workload of any single award.



## 5 Awards and Certificates

Five award types, each with one title format. The eight certificate names found in the sources are replaced by these five.

### 5.1 The five award types

Table 16 • Award types and title formats

| Level | Official title format                       | Awarded for                                                                                                                                                                         | Credit    |
|-------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| RL1   | RIYAADA Certificate of Participation        | Attendance and active participation in a briefing, seminar, masterclass or non-assessed short course. It records participation only.                                                | 0 RCP     |
| RL2   | RIYAADA Professional Certificate in {Title} | Successful completion of an assessed Executive Course, Short Course, Long Course or Executive Programme: attendance, the applied output and the competency threshold.               | 4–18 RCP  |
| RL3   | RIYAADA Advanced Certificate in {Pathway}   | Completion of a prescribed cluster of three courses and an integrative institutional assignment (Chapter 26).                                                                       | 24–30 RCP |
| RL4   | RIYAADA Executive Diploma in {Field}        | Completion of the governance, leadership, execution and strategy cores, an institutional capstone defended before a panel and a 90-day implementation review (Chapter 28).          | 60 RCP    |
| RL5   | RIYAADA Executive Fellowship                | Executive Diploma or equivalent, three years of subsequent senior practice, a supervised transformation portfolio, panel defence and verified implementation evidence (Chapter 28). | 90+ RCP   |

The title in braces is the exact title of the course or pathway as it appears in this book. The award title is printed in full on the certificate, for example **RIYAADA Professional Certificate in Corporate Governance** or **RIYAADA Advanced Certificate in Health Financing & UHC**. The Executive Diploma field proposed for the pathway in Chapter 28 is “Executive Leadership, Governance and Strategic Management”, taken from the title of the Prospectus whose nine courses form its core.

### 5.2 Statements and records that are not awards

Table 17 • Documents that are not awards

| Document                           | Issued when                                                                                              | What it states                                                                                                                                                                                               |
|------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Statement of Attendance            | A learner withdraws, or completes live sessions without meeting the assessment or practical requirement. | Attendance only. No award credit is issued. For example, a Public Financial Management learner who completes the online work but not the compulsory practical block receives a Statement of Attendance only. |
| Learning record                    | A learner does not meet the award standard after reassessment.                                           | The marks and feedback received; no award. The learner may apply to re-enrol.                                                                                                                                |
| Executive Development Record (EDR) | Opened on induction and kept for five years after the last award.                                        | Cumulative record of competency diagnostics, coaching goals, assessed outputs, credit, RPL decisions, the award identifier and 30-, 60- and 90-day application evidence.                                     |
| Digital badge                      | Optionally alongside a certificate.                                                                      | A visual token linked to the verifiable certificate. The verifiable certificate and the Registrar’s record, not the badge, are the award.                                                                    |

### 5.3 Classification

Every RL2 to RL5 award carries a classification determined from the overall mark, provided every mandatory gate has been met (Chapter 7). Results are reported to one decimal place and a failing raw mark is not rounded up across a threshold.



Table 18 • Classification of awards (Decision D19)

| Classification           | Requirement                                                                                                               |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Distinction</b>       | 80–100 overall, all award gates met and no capped reassessed component.                                                   |
| <b>Merit</b>             | 70–79.99 overall and all award gates met.                                                                                 |
| <b>Pass</b>              | 60–69.99 overall and all award gates met.                                                                                 |
| <b>Not yet competent</b> | Below 60 overall or any unmet mandatory gate. Feedback and remediation follow; one reassessment is available (Chapter 7). |

This single scheme replaces the Hospital package rule that awarded “Distinction” for a post-test score of 80% or more plus a 90-day report. The post-test and the 90-day report remain part of the Hospital course’s assessment and follow-up, but they no longer define a separate classification.

## 5.4 Certificate content and verification

The Registrar records confirmed awards under unique identifiers. Verification relies on the register and an authorised response. Certificate design, correction and verification requirements are set by the Certification Policy (RIYAADA-CER-2026-009), which was not supplied for this edition. Pending that policy, the following minimum content is proposed for every certificate:

- the full award title in the official format of Section 5.1;
- the learner’s verified name and the unique award identifier;
- the course or programme code, the RCP awarded and the classification;
- the date of award and the cohort delivery mode;
- the signatures or seals of the Chair of the Academic Board and the Registrar, and the RIYAADA seal;
- a statement that the award is an institutional award of RIYAADA and the verification address. The entry route (standard or portfolio) does not appear on the certificate.

## 5.5 Corrected and retired terms

The following terms occur in the source documents and are corrected or retired in this edition. Annex C records the source location of each.

Table 19 • Corrected and retired terms

| Term in the sources                                                          | Where it appeared                                      | Unified usage                                                                                                                | Reason                                                                                                                           |
|------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| “RIYAADA Certificate in {X}”                                                 | Prospectus, Curricula compendium (certification field) | RIYAADA Professional Certificate in {X}                                                                                      | The Catalogue defines the RL2 award as the Professional Certificate; an unqualified “Certificate” is ambiguous with RL1 and RL3. |
| “Per course Certificate”                                                     | Prospectus award structure                             | RIYAADA Professional Certificate                                                                                             | As above.                                                                                                                        |
| “Certificate of Completion” and “Certificate of Completion with Distinction” | Hospital package                                       | RIYAADA Professional Certificate in Hospital Leadership, Management & Governance; classification by Section 5.3              | “Completion” suggests attendance. Credit is awarded on competence (Chapter 4).                                                   |
| “Advanced Certificate” for a single 12-week programme                        | Executive Programme Handbook (APA, WSL)                | RIYAADA Professional Certificate (RL2) in the programme title                                                                | RL3 requires a three-course cluster of 24–30 RCP (Decision D1).                                                                  |
| “Micro-credential” as the name of an award                                   | Program Book, Programme Philosophy                     | Short Course leading to a RIYAADA Professional Certificate. “Executive micro-credential” may remain as a descriptive phrase. | A single award vocabulary avoids a sixth award type.                                                                             |
| “Professional Track Certificate” (a bundle of 3–4 micro-credentials)         | Program Book \$4                                       | Micro-credential track (TR-xxx) leading to an RIYAADA Advanced Certificate when 24–30 RCP are reached                        | Tracks are defined in Chapter 27.                                                                                                |



| Term in the sources                                                           | Where it appeared                       | Unified usage               | Reason                                                                                                            |
|-------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------|
| "Degree-level", "degree courses", "Degree Level", "Executive & Degree Tracks" | Program Book                            | Long Course (RL2, 12 weeks) | RIYAADA makes no degree equivalence claim; twelve weeks of study does not establish a degree-level qualification. |
| "Co-accredit" and "co-branding" with a named partner                          | Program Book §7 (partnership framework) | Not used                    | No co-accreditation or endorsement is claimed unless formally agreed and documented.                              |

## 5.6 What an award does not claim

An RIYAADA award is an institutional professional-education award. It does not claim equivalence with a university degree or a national qualification level, and it is not a professional licence or an accreditation by an external body. Completion leads only to the award authorised for the approved course or pathway. Admission to a programme does not guarantee an award.



## 6 Teaching, Learning and Delivery

RIYAADA teaching is experiential, executive-oriented and anchored in the participant's own institution.

### 6.1 The learning model

Table 20 • Cross-cutting learning methodology

| Element                              | Standard provision                                                                                                                                                                                                                               |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kolb experiential cycle              | Every major session moves through concrete experience, reflection, conceptualisation and active experimentation.                                                                                                                                 |
| 70-20-10 mix                         | Approximately 70% experiential and workplace application, 20% coaching, mentoring and peer exchange, and 10% formal instruction. The proportions are an indicative design heuristic, not measured delivery percentages and not a credit formula. |
| Action learning                      | Every participant works on an institutional challenge for which they have responsibility or influence.                                                                                                                                           |
| Localised case method                | Cases draw on Somalia, the Horn of Africa, African reform experience and fragile-state governance. A fictional case is used when workplace material is unsafe or unauthorised, and is never presented as observed institutional evidence.        |
| Simulations and role play            | Mock boards, ethical dilemmas, policy briefings, change scenarios, tabletop exercises and strategy games build executive judgement.                                                                                                              |
| Executive coaching and peer exchange | Individual and peer coaching supports behavioural transfer; cross-sector and cross-tier cohorts build networks and knowledge transfer.                                                                                                           |

### 6.2 Delivery modes

Courses are delivered in one or more of the modes below. Online and blended delivery follows the Online and Blended Learning Policy (RIYAADA-OBL-2026-008), which requires parity of standard, parity of evidence and identity assurance. The first delivery of any course in a newly approved online mode is a monitored pilot with enhanced observation and moderation.

Table 21 • Delivery modes

| Mode                           | Description                                                                                                          | Used for                                           |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| In-person intensive            | A continuous block at the Mogadishu campus, an approved venue or client premises.                                    | Executive Courses; Short Courses; Hospital package |
| Modular or block release       | The course is split, for example 2 + 2 + 1 days or a six-week evening format, for serving executives.                | Executive Courses; Short Courses                   |
| In-house bespoke cohort        | A commissioned cohort for a ministry, agency, hospital, bank, university or development programme.                   | Any course (Section 9.4)                           |
| Blended and virtual components | Pre-work, readings, coaching and post-course application online.                                                     | All families                                       |
| Mode M3                        | Live online clinics plus compulsory in-person practical blocks.                                                      | RA-PFMX-502                                        |
| Mode M4                        | Scheduled live online sessions (two 90-minute sessions per week).                                                    | RA-DPI-503; RA-WSL-504                             |
| Mode M5                        | Supported distance: online self-paced study with scheduled supervised clinics, observed simulation and live defence. | RA-APA-501                                         |

## 6.3 Standard delivery provision

Table 22 • Standard delivery provision

| Dimension           | Standard                                                                                                                                                                                                                                                                       |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Default format      | Course-specific intensive or modular timetable. The written offer states delivery days, contact hours, notional hours, modality and any compulsory practical block. Rescheduling must preserve the approved workload and assessment requirements.                              |
| Cohort size         | Twenty to thirty participants for intensive executive learning; twelve to twenty for board-level cohorts.                                                                                                                                                                      |
| Facilitator ratio   | Seminars no more than 1:25; laboratories no more than 1:15; simulations no more than 1:12; practical work no weaker than 1:15 in all cases.                                                                                                                                    |
| Faculty             | A lead facilitator and at least one co-facilitator per cohort, deployed by course level, sector, cohort profile and language need (Chapter 31).                                                                                                                                |
| Language            | English by default. Somali discussion and bilingual resources are used with terminology control and translation review. Arabic delivery requires an appropriately prepared commissioned cohort. Assessment judges competence, not language errors that do not obscure meaning. |
| Materials           | Participant workbook, facilitator-aligned slide deck, case pack, forms and templates pack, and a personal action-plan booklet, each version-controlled.                                                                                                                        |
| Venue               | RIYAADA campus, client premises or an approved conference and training facility.                                                                                                                                                                                               |
| Post-course support | Structured 90-day follow-up: systems activation (days 1–30), a coach visit or evidence-based review call (days 30–60), and a one-page capstone progress report with indicator data (days 60–90).                                                                               |

## 6.4 Learning materials and online standards

- Every subject opens with outcomes, workload, weekly tasks, submission points and the linked assessment.
- Every subject has a monitored peer interaction and a faculty feedback point. Readings are linked to a task; original evidence and revision histories are retained in the learner portfolio.
- Optional recordings are segmented into units of no more than 12 minutes and supplied with captions, transcript, audio-only and downloadable text alternatives. Core participation never depends on watching video.
- Live sessions last no more than 90 minutes without a break. No live online day exceeds five screen hours or four sessions. At least half of live time is active work; presentations stop after 20 minutes.
- Technical support acknowledges requests within four working hours during published support hours; faculty respond within two working days. Named contacts, a fallback platform and an assessed-event contingency are in the joining instructions.
- The timetable publishes every required session and assessment window in Mogadishu time (UTC+3) and in UTC.
- Asynchronous study counts as structured learning only when a faculty-designed task, feedback and completion evidence exist; a reading list alone is insufficient.

## 6.5 Learning innovations

Table 23 • Learning innovation features

| Feature           | Implementation                                                                                                    | Learning evidence                                         |
|-------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Decision branches | Case injects introduce a budget, mandate, access or reputational constraint; learners choose, explain and revise. | Original decision, new evidence and revised decision log. |
| Evidence passport | The Executive Development Record links diagnostic, module tools, feedback, assessments and follow-up.             | Traceable artefacts and learner reflections.              |
| Practice studio   | Participants revise a real or fictional institutional product in each subject.                                    | Before and after versions against a shared rubric.        |



| Feature                | Implementation                                                                                                      | Learning evidence                                                            |
|------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Peer challenge         | Pairs identify one unsupported assumption and one feasible improvement; the author responds.                        | Specific feedback and revision rationale.                                    |
| Low-bandwidth parity   | Text-first core pack, downloadable case tables and editable Word worksheets.                                        | Equivalent outputs regardless of device or connectivity.                     |
| Ethical AI literacy    | Optional critique of an AI-generated draft using only public or fictional data; a manual route is always available. | Disclosure of tool and use, checked sources and the learner's own judgement. |
| 90-day transfer review | Day 30 and 60 check-ins and a day 90 evidence review.                                                               | Implemented action, verification, barriers and next decision.                |

## 6.6 Integrity, confidentiality and identity

Learners use original work and acknowledge sources, collaboration and permitted AI assistance. Confidential institutional or personal data are not uploaded to external tools. No patient data are required. Permission is obtained before workplace documents are used and identifiers are removed. No learner is required to disclose trauma, political affiliation or a sensitive personal experience.

Identity is checked against the verified photographic document at assessed live events. Online defences use two assessors; recording requires consent and a stated retention purpose, and where recording is not consented to, contemporaneous two-assessor notes preserve the moderation evidence. Connectivity loss earns no penalty: the event is rescheduled or an approved equivalent provided. Invasive remote surveillance is not used.



## 7 Assessment and Academic Regulations

Assessment is competency-based, criterion-referenced and application-focused. Attendance alone never earns credit.

### 7.1 Principles

Credit-bearing awards require attendance at the level set for the family, all mandatory outputs and achievement of the published competency threshold. Assessment combines applied work with an appropriate knowledge or performance measure. Marking is criterion-referenced against a published rubric, with feedback; marking and moderation are always separated. The 20-percentage-point learning-gain target (pre-test to post-test) is a cohort quality indicator, not an additional individual pass rule.

### 7.2 Assessment schemes by course family

Table 24 • Assessment schemes by family

| Family                                | Standard scheme                                                                                                                                                                                                                  | Notes                                                                                                     |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Executive Courses</b>              | Course-specific, in three or four instruments. The principal applied output carries 50–60% of the mark; an analytical or simulation component carries 20–30%; participation, peer review or professional conduct carries 10–25%. | Instruments and weights are in each course page. Courses with a course card have no scheme yet (Annex E). |
| <b>Short Courses</b>                  | Participation and reflective practice 20%; applied assignment(s) 25%; project or simulation 25%; capstone 30%.                                                                                                                   | Program Book standard model (Decision D18 confirms it as the default).                                    |
| <b>Long Courses</b>                   | Course-specific scheme from the Program Book (for example case memo 20%, manual 50%, presentation 20%, participation 10%) with the Philosophy scheme shown as an alternative where it differs.                                   | The Academic Board selects one scheme per course before the first cohort (Decision D18).                  |
| <b>Executive Programmes</b>           | Participation and reflection 20%; applied assignments 25%; observed simulation 25%; capstone 30% (written product 75% and individual defence 25% of the capstone).                                                               | Handbook §10. Programme pages give the sub-weights.                                                       |
| <b>Hospital package (RA-HLMG-201)</b> | Session outputs 40%; post-course test 20%; capstone improvement project 30%; participation and professional conduct 10%. The pre-course test is unweighted and sets the baseline.                                                | Curricula compendium v1.1.                                                                                |

### 7.3 Award gates (institutional default)

The pass thresholds below come from the Executive Programme Handbook, where they were specified for academic adoption for that suite only. This edition proposes them as the institutional default for all RL2 awards unless a course states a different gate with Academic Board approval (Decision D19).



Table 25 • Award gates (Decision D19)

| Gate                                                 | Requirement                                                                                                                                                                                                                       |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overall</b>                                       | At least 60/100.                                                                                                                                                                                                                  |
| <b>Applied assignments and normalised reflection</b> | At least 50/100 in each applied assignment and in the normalised reflection component.                                                                                                                                            |
| <b>Simulation, written capstone and defence</b>      | At least 60/100 in each.                                                                                                                                                                                                          |
| <b>Competence safeguards</b>                         | Every programme or course competence safeguard is met. A high average cannot compensate for a failed safeguard or a missing required observation.                                                                                 |
| <b>Completion</b>                                    | All required outputs, identity checks and practical observations are complete; all core modules are complete before the award is released.                                                                                        |
| <b>Attendance</b>                                    | At least 80% of scheduled contact time for Executive Courses, Short Courses and Long Courses; at least 85% of scheduled live learning hours for Executive Programmes, with supervised make-up recorded for missed essential work. |

Where the overall mark is made up of several components, each criterion is scored by the common performance bands: 80–100 Strong, 70–79 Secure, 60–69 Threshold competence, 50–59 Developing (cannot pass a component with a 60% gate), 0–49 Insufficient. Assessors avoid grading seniority, fluency, confidence or institutional prestige. A second marker reviews every fail, every safeguard failure and every result within two points of a classification boundary.

## 7.4 Feedback, late work, reassessment and appeals

Table 26 • Feedback and appeals

| Rule                      | Standard                                                                                                                                                                                                                                                                     |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Feedback</b>           | Formative comments within seven calendar days of a submission; provisional summative feedback within ten working days.                                                                                                                                                       |
| <b>Extensions</b>         | An extension agreed before the deadline, or documented emergency relief, carries no penalty.                                                                                                                                                                                 |
| <b>Late work</b>          | Unapproved work up to seven calendar days late is marked with a five-percentage-point deduction (floor of zero). Later work enters reassessment.                                                                                                                             |
| <b>Reassessment</b>       | One reassessment within 30 calendar days of feedback, using revised work or a fresh equivalent observation. The reassessed component is capped at 60/100; raw and capped marks are retained. A learner who still fails receives a learning record and may apply to re-enrol. |
| <b>Integrity breaches</b> | Dealt with under the institutional procedure with notice, an opportunity to respond and appeal. Software flags alone do not establish misconduct.                                                                                                                            |
| <b>Appeals</b>            | May be lodged within 15 working days for procedural error, misapplied criteria, bias or overlooked material evidence. An uninvolved reviewer reports within 10 working days and may order independent remarking or a fresh assessment.                                       |
| <b>Records</b>            | Unsuccessful application records are kept for two years; admitted learner records for five years after the last award, then securely destroyed under the policy.                                                                                                             |

These timelines apply until a controlling institutional assessment policy sets a different procedure. Any controlling change is published before a cohort begins.

## 7.5 Moderation and assessment design

- Every instrument is mapped to the learning outcomes it tests; no outcome may be omitted and no assessed task may lack a stated learning purpose (Chapter 9).
- Assessment instruments are piloted and moderated during the first delivery cycle to ensure that they are valid, fair, practical and aligned with the outcomes.



- Independent internal moderation applies to a sample of every assessed cohort. Independent moderation of assessment decisions, the 80% attendance requirement, the competency threshold and the certification wording may not be customised for a commissioned cohort.
- Online defences use two assessors. A missed assessed event is rescheduled with a fresh equivalent prompt.
- Rubric A (applied assignment), C (written capstone), D (individual defence), S (observed simulation) and R (participation and reflection), and the Program Book rubrics RUB-801 to RUB-804, are reproduced in Annex H.



## 8 Admission, Recognition, Fees and Learner Entitlements

Entry is decided on evidence of capability and an institutional challenge to work on. The Admissions and Learner Eligibility Policy (RIYAADA-ADM-2026-006) governs; this chapter sets out how its routes apply across the portfolio.

### 8.1 Entry routes and application evidence

Table 27 • Entry routes

| Route                             | Requirement                                                                                                                                                                                                                                                                                 | Applies to                                                              |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Standard route</b>             | A relevant first degree or professional qualification plus relevant responsibility. For RL2 awards, at least two years of relevant responsibility.                                                                                                                                          | Executive Courses; Short Courses; Long Courses; RA-PFMX-502; RA-DPI-503 |
| <b>Portfolio route</b>            | At least five years of relevant responsibility, verified practice evidence and a structured interview. Senior practitioners without a degree may be admitted on this route.                                                                                                                 | All families                                                            |
| <b>Programme entry (advanced)</b> | Relevant degree plus at least five years of responsibility including line or budget accountability; or an RL2 award in a constituent course, confirmed by the Academic Board's course mapping. RPL recognises demonstrated module competence within the cap but does not waive eligibility. | RA-APA-501; RA-WSL-504 (entry standard retained from the Handbook)      |
| <b>Pathway entry</b>              | Admission to an Advanced Certificate, the Executive Diploma or the Executive Fellowship is on the learner's study plan, which shows the exact credit calculation before enrolment.                                                                                                          | Part VII                                                                |

All applicants identify a realistic institutional challenge and an opportunity to apply their learning. A sponsor or a RIYAADA-approved case can support learning where workplace access is restricted. Women in Senior Leadership centres women's experiences and advancement; the published non-discrimination policy remains in force, and gender is not used as a scored admissions criterion. Targeted outreach and peer support widen access without lowering exit standards.

#### Application evidence

- A signed application; CV; leadership challenge of no more than 500 words; verified photographic identity; highest relevant qualification or portfolio evidence.
- Where sponsored: a signed nomination and financial undertaking. Professional registration only where relevant to the applicant's practice.
- Portfolio route: a verified five-year professional history; three personally produced practice artefacts; two referees including a former or current supervisor; a reflective statement; and a 30-minute interview by two assessors.
- Language proficiency demonstrated by relevant study, work, a recognised test or interview. No universal test score is prescribed; the assessment language is the cohort delivery language.
- A digital-readiness test, availability for compulsory sessions, consent and any requested reasonable adjustment. Adjustment information is reviewed separately from merit scoring.
- A pre-course diagnostic maps the participant's tier and development needs against the seven competencies and informs support and cohort planning.

#### Readiness scoring (Executive Programmes)

After minimum eligibility is verified, two assessors independently score five criteria from 0 to 4: relevance of responsibility; evidence of practice; challenge and application opportunity; analytical reflection; and study



readiness. A score of 0 means no usable evidence, 1 limited, 2 adequate, 3 strong and 4 compelling verified evidence. Applicants are admitted at 12/20 or above with no zero. Scores support judgement and do not substitute for the published entry route.

## 8.2 Admission service standards

Table 28 · Admission service standards

| Step                                     | Service standard | Required record                                          |
|------------------------------------------|------------------|----------------------------------------------------------|
| Enquiry                                  | 2 working days   | Advice and programme information                         |
| Completeness check                       | 3 working days   | Acknowledgement and missing-evidence list                |
| Nomination verification                  | 5 working days   | Verified sponsor undertaking where applicable            |
| Identity and qualification verification  | 5 working days   | Verification log                                         |
| Written decision after complete evidence | 10 working days  | Two-assessor decision with reasons                       |
| Offer and enrolment                      | 5 working days   | Accepted terms, fee arrangement and joining instructions |
| Induction                                | Day one          | Integrity briefing and Executive Development Record      |

Enrolment is complete only when identity, eligibility, written offer acceptance, the published fee or an approved instalment arrangement, compulsory modality requirements and the learner undertaking are recorded. The Registrar supplies the controlled fee schedule, any concession, administration charge and practical block dates before a financial commitment.

## 8.3 Deferral, withdrawal and refunds

Table 29 · Deferral, withdrawal and refund information

| Situation                              | Standard                                                                                                                            |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Deferral                               | One pre-start deferral is permitted on application. Transfer is subject to availability and to no assessment having been attempted. |
| More than 21 days before the start     | Full refund less the published administration charge.                                                                               |
| 8 to 21 days before the start          | 50% refund.                                                                                                                         |
| 7 days or fewer, or after commencement | No refund, although one later transfer within 12 months may be permitted.                                                           |
| RIYAADA cancels a cohort               | The learner chooses a full refund or a transfer.                                                                                    |
| Withdrawal                             | A withdrawing learner may request a Statement of Attendance; no award credit is issued.                                             |

## 8.4 Recognition of prior learning and equivalence

Up to one third of the credit required for an Advanced Certificate or the Executive Diploma may be awarded through RPL. For the Executive Programmes this means, with whole one-credit subjects, at most two RECH for Advanced Public Administration and at most one RECH for Women in Senior Leadership; the final integrative subject, the capstone and the panel defence are excluded. Prior learning must come from the preceding five years unless continuing practice establishes currency. The course owner assesses the outcome map, internal moderation checks the evidence and the Academic Board approves the credit. Experience-based admission to an RL2 award is not an automatic award of credit.



## 8.5 Fees, sponsorship and concessions

Table 30 • Fees, sponsorship and concessions

| Item                                            | Basis                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Open-enrolment course fee</b>                | Per learner, inclusive of materials, assessment, certification and 90-day follow-up. [Rate to be confirmed in the 2026 Fee Schedule.]                                                                                                                                                                   |
| <b>Commissioned in-house cohort</b>             | Per cohort, quoted on scope, duration, customisation, venue and coaching requirement. [Quotation on request.]                                                                                                                                                                                           |
| <b>Advanced Certificate / Executive Diploma</b> | Sum of constituent course fees plus an integrative assessment and moderation fee.                                                                                                                                                                                                                       |
| <b>Institutional sponsorship</b>                | Nomination by the employer with a signed sponsorship undertaking; invoicing to the institution. Sponsorship does not influence admission, marking or award decisions. Routine reporting to the sponsor is limited to attendance, completion and award unless the learner gives further written consent. |
| <b>Concessions</b>                              | Places reserved each cycle for public-sector and civil-society nominees under the Institute's access commitment. [Allocation to be confirmed annually.]                                                                                                                                                 |

The controlled Fee Schedule and the written offer govern charges. No fee, scholarship entitlement or partner endorsement is inferred from this book, and informal or historic quotations carry no weight. Items in square brackets are open and are listed in Annex E.

## 8.6 Learner entitlements and obligations

Table 31 • Entitlements and obligations

| Every RIYAADA learner is entitled to                                                                            | RIYAADA expects every learner to                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| A published curriculum, learning outcomes and assessment criteria before the course begins.                     | Attend at least 80% of scheduled contact time (85% of live hours in Executive Programmes) and take part actively in practical work. |
| Qualified, oriented faculty and a facilitation ratio that permits genuine practical supervision.                | Submit original work, honestly attributed, in every assessed submission.                                                            |
| Materials in a language they can work in, and reasonable adjustment for disability or a specific learning need. | Respect the confidentiality of case material and of fellow participants' institutional disclosures.                                 |
| Transparent, criterion-referenced marking with feedback, and a right of appeal.                                 | Maintain professional conduct consistent with the RIYAADA code of conduct during the programme and the follow-up period.            |
| A verifiable certificate and a permanent record of credit in the Executive Development Record.                  | Complete the 90-day implementation report where the award requires it.                                                              |
| Confidential handling of personal data and of institutional information disclosed during applied work.          |                                                                                                                                     |
| A complaints route that is documented, time-bound and free of detriment.                                        |                                                                                                                                     |

Support and access: accessible files, reasonable extra time or equivalent observation methods are provided as agreed without lowering the competence standard. An applicant may seek review within 15 working days for misapplied criteria, procedural irregularity or overlooked evidence; an uninvolved reviewer responds within 10 working days.

## 8.7 Alumni and continuing engagement

- A RIYAADA leadership and governance alumni network, convened across sectors and tiers.
- Refresher masterclasses, executive briefings and policy roundtables.
- Coaching alumni clinics and peer learning circles; a governance and leadership community of practice on the digital platform.
- Opportunities to develop case studies, policy briefs and practitioner publications through RIYAADA Journals and RUGSAN Publisher.
- Mentoring and faculty-development pathways for distinguished graduates.

## 9 The Syllabus Standard, Curriculum Approval and Quality Assurance

A course cannot be scheduled until its syllabus is complete, approved by the Academic Board and lodged in the curriculum register.

### 9.1 The fourteen-field syllabus standard

Every course, whether open-enrolment or commissioned, is documented on the RIYAADA syllabus standard. The table shows the fourteen mandatory fields and where each appears on the course pages of this book. A field that the source documents do not contain is shown as an open item in Annex E; it is not filled with invented content.

**Table 32 • The mandatory syllabus standard**

| #  | Mandatory field              | What it must contain                                                                                        | On the course page                                           |
|----|------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| 1  | Course identity              | Permanent code, full title, School, RCAF level, credit value in RCP, contact and notional hours.            | Specification table                                          |
| 2  | Participant profile          | Management tier, sector, seniority, prerequisite knowledge and language of delivery.                        | Specification table                                          |
| 3  | Rationale                    | The institutional problem the course addresses and the national or sectoral priority it serves.             | Rationale                                                    |
| 4  | Course aim                   | One paragraph stating the capability the course builds, in the language of practice.                        | Course aim                                                   |
| 5  | Learning outcomes            | Four to six outcomes, each opening with a single assessable verb and traceable to an assessment instrument. | Learning outcomes                                            |
| 6  | Module structure             | Day-by-day or session-by-session themes with core content and the applied learning attached.                | Module structure                                             |
| 7  | Session plans                | Duration, objectives, key content, methods, materials, facilitator notes and the required session output.   | Session plans (Hospital package only; Annex E for the rest)  |
| 8  | Methodology                  | The mix of instruction, simulation, case, clinic, coaching and workplace application.                       | Methodology                                                  |
| 9  | Assessment scheme            | Instruments, weightings, criteria, competency threshold, moderation route and re-submission rules.          | Assessment scheme, with Chapter 7                            |
| 10 | Materials and tools          | Workbook, slide deck, case pack, templates, instruments and datasets, each version-controlled.              | Specification table (materials); Annex E                     |
| 11 | Readings and frameworks      | Core and supplementary readings with full attribution to authors and issuing bodies.                        | Readings                                                     |
| 12 | Framework integration map    | How the course maps to LEADER, MANAGER, DIRECTOR and LEADERSHIP and to the seven competencies.              | Framework integration                                        |
| 13 | Indicative applied outputs   | The institutional artefacts the learner leaves with.                                                        | Applied outputs                                              |
| 14 | Course owner and review date | Named academic owner, approval date and next scheduled review.                                              | Specification table (shown as “to be named” until appointed) |

### 9.2 Writing outcomes: the verb discipline

Outcomes use observable verbs and state the object of the action. Executive courses emphasise application, analysis, evaluation and creation. “Understand” or “appreciate” alone is insufficient. Each outcome must be assessable at the course’s stated level and within its workload.



Table 33 • Outcome verbs and assessment evidence

| Level of thinking           | Permitted verbs                                           | Typical assessment evidence                                 |
|-----------------------------|-----------------------------------------------------------|-------------------------------------------------------------|
| Remembering / understanding | Define, describe, explain, distinguish, summarise         | Knowledge-test items; short structured responses.           |
| Applying                    | Apply, use, calculate, implement, demonstrate, operate    | Practical exercise; drill; live tool completed to standard. |
| Analysing                   | Analyse, diagnose, compare, map, audit, investigate       | Diagnostic report; audit findings; gap analysis.            |
| Evaluating                  | Evaluate, appraise, critique, justify, prioritise, defend | Options appraisal; peer-reviewed critique; panel defence.   |
| Creating                    | Design, develop, formulate, construct, produce, draft     | Policy, plan, charter, roadmap, dashboard or manuscript.    |

## 9.3 The alignment matrix

The alignment matrix connects each outcome with practice and assessment and makes the weighting visible. No outcome may be omitted and no assessed task may lack an identified learning purpose. The example below is that of Public Leadership and Governance (RA-PLG-101).

Table 34 • Alignment matrix: Public Leadership and Governance

| Learning outcome                                                                          | Method that builds it                                  | Instrument that tests it                                                                                 | Weight |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------|
| Apply sound public-governance values to a live institutional problem.                     | Somali public-sector case series; facilitated plenary. | Structured case analysis.                                                                                | 30%    |
| Diagnose a public-trust deficit and design a credible institutional response.             | Governance diagnostic simulation.                      | Governance reform action plan, part A.                                                                   | 20%    |
| Evaluate administrative conditions and map stakeholders for accountable service delivery. | Stakeholder mapping clinic with peer critique.         | Governance reform action plan, part B.                                                                   | 15%    |
| Produce a governance reform action plan aligned to national priorities.                   | Applied reform project with executive coaching.        | Governance reform action plan, part C, defended.                                                         | 15%    |
| Assess evidence and defend choices across the five stated outcomes.                       | Structured peer challenge and observed deliberation.   | Rubric-based participation and peer review; supports but does not replace direct assessment of outcomes. | 20%    |

The 50% action-plan component is divided into diagnosis 20%, administrative and stakeholder analysis 15%, and a sequenced reform plan 15%. The 30% case analysis and 20% observed peer review complete the scheme. The course owner maps every rubric criterion to the five learning outcomes.

## 9.4 Curriculum development, approval and review

Table 35 • Curriculum development and approval

| Stage               | Owner             | Requirement                                                                                                                            | Evidence retained               |
|---------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 1 Needs case        | Proposing faculty | Institutional problem, demand evidence, alignment to national or sectoral priority, and why existing provision does not meet the need. | Curriculum proposal form        |
| 2 Design            | Course owner      | Full syllabus to the fourteen-field standard, including the alignment matrix and assessment rubrics.                                   | Draft syllabus, version 0.x     |
| 3 Academic scrutiny | Academic Board    | Scrutiny of alignment, level, credit volume, assessment validity, reading currency and attribution.                                    | Board minute and conditions     |
| 4 Pilot             | Course owner      | First cohort delivered with enhanced observation; assessment instruments moderated in real time.                                       | Pilot report; moderation record |
| 5 Approval          | Academic Board    | Formal approval, allocation of permanent course code and credit value, entry in the curriculum register.                               | Approved syllabus, version 1.0  |



| Stage             | Owner             | Requirement                                                                                                               | Evidence retained                   |
|-------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 6 Annual review   | Course owner      | Refresh of readings, statistics, legal references and cases; response to evaluation data and application-review findings. | Annual course review report         |
| 7 Periodic review | External reviewer | Independent review at least every three years against level, standards and comparability.                                 | External review report and response |

A pilot requires explicit conditional approval before learners are recruited. The approval identifies the permitted cohort, assessment safeguards and how any award will be confirmed. Full approval follows the pilot report. This sequence resolves the requirement that no unapproved course be scheduled.

#### Change control

**Minor changes** (readings, cases, examples, sequencing within a day) are made by the course owner and logged. **Material changes** (outcomes, credit value, assessment instruments or weightings, level, title) require Academic Board approval and a new version number. No material change takes effect for a cohort already enrolled.

## 9.5 Customisation for commissioned cohorts

Any course may be commissioned as an in-house cohort for a ministry, agency, hospital, bank, university or development programme. Commissioned courses may use the client's sector, language and organisational examples, but customisation must preserve approved outcomes, workload, assessment validity and award requirements. Any material change follows the approval process above before recruitment or delivery.

Table 36 • Customisation boundaries

| May be customised                                  | May not be customised                                         |
|----------------------------------------------------|---------------------------------------------------------------|
| Sector examples, cases and datasets                | Learning outcomes and their cognitive level                   |
| Policy and legal references used                   | Assessment instruments' validity and the competency threshold |
| Terminology and language of delivery               | The attendance requirement of 80%                             |
| Sequencing, duration and modality of delivery      | The credit value attached to the award                        |
| The institution on which applied outputs are built | Independent moderation of assessment decisions                |
| Depth of coaching and post-course support          | Certification wording and verification arrangements           |

## 9.6 Quality assurance and training evaluation

Programme quality and impact are evaluated through the Kirkpatrick model and complementary institutional indicators. Quality review examines learner experience, demonstrated learning, application and institutional results. Findings inform corrective action and curriculum review under the Quality Assurance Policy (RIYAADA-QAP-2026-003). Reported institutional improvements must identify their evidence and the limits of attribution.

Table 37 • Training evaluation

| Kirkpatrick level | What is examined                                                                                                                                    |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1 Reaction  | Participant relevance, faculty effectiveness, learning environment and perceived value.                                                             |
| Level 2 Learning  | Pre/post knowledge and competency measures, applied exercises and assessed outputs.                                                                 |
| Level 3 Behaviour | Application reviews, supervisor feedback and evidence of workplace behaviour change after three to six months.                                      |
| Level 4 Results   | Institutional improvements attributable to action-learning projects, reform outputs, policy adoption, governance improvements or performance gains. |



Table 38 • Programme-level key performance indicators (Program Book)

| Programme-level indicator | Target                                                       |
|---------------------------|--------------------------------------------------------------|
| Completion rate           | 85% or more                                                  |
| On-time deliverables      | 80% or more                                                  |
| Learning gain (pre/post)  | +20 percentage points or more                                |
| Applied implementation    | 70% or more of capstones adopted in host institutions        |
| Equity                    | 40% or more women participants; rural representation tracked |
| Satisfaction              | Average of 4.3/5 or more across modules                      |
| Post-training performance | 6–12-month tracer studies with supervisor verification       |

- Pre- and post-course diagnostics against the seven competencies; assessment moderation and faculty peer review.
- Participant and commissioning-organisation evaluations; three- to six-month application reviews.
- Annual refresh against changing national priorities and international standards, and a refresh within one delivery cycle when governance codes, regulations, reform priorities or client needs materially change.
- Periodic external curriculum review at least every three years.
- An Academic Board that approves curricula, moderates assessment, safeguards academic standards and authorises major revisions; course owners who maintain current readings, case materials and regulatory references.

## 9.7 Course owners and readiness before delivery

Each course has a named course owner who maintains the reading list, refreshes case materials, reviews assessment tasks, briefs faculty, analyses participant feedback and keeps the course aligned with the curriculum architecture. Before the first cohort, the course owner completes facilitator guides, detailed session plans, participant workbooks, slide decks, case packs, simulation briefs, coaching tools, pre-course diagnostics, assessment rubrics, moderation procedures and post-course application templates, which are quality assured before delivery and updated after each cycle. Course owners and review dates are not named in the source documents; they appear as open items in Annex E.



## Part II · Master Catalogue and Credit Tables

One table per course family lists every course and programme with its unified code, hours, credit and the page of its syllabus. Codes are clickable.

- Chapter 10 The Master Catalogue
- Chapter 11 Credit, Hours and Workload Tables
- Chapter 12 Pathway Map and Overlap Map



## 10 The Master Catalogue

Seventy credit-bearing courses and programmes and thirteen award pathways.

### 10.1 Executive Courses (22)

Table 39 • Executive Courses (RL2). \* Contact hours derived at five per RCP.

| Code        | Title                                                 | School | Tier  | Days | Contact h | Notional h | RCP | Catalogue days / RCP | Syllabus    | Page |
|-------------|-------------------------------------------------------|--------|-------|------|-----------|------------|-----|----------------------|-------------|------|
| RA-PLG-101  | Public Leadership & Governance                        | S1     | 01/02 | 5    | 35        | 70         | 7   | 5 / 7                | Approved    | 52   |
| RA-CGV-102  | Corporate Governance                                  | S1     | 01/02 | 5    | 35        | 70         | 7   | 6 / 6                | Documented  | 55   |
| RA-BGD-103  | Board Governance & Director Development               | S1     | 01    | 5    | 35        | 70         | 7   | 5 / 5                | Documented  | 58   |
| RA-EIA-104  | Ethics, Integrity & Accountability                    | S1     | 01/02 | 5    | 35        | 70         | 7   | 5 / 5                | Documented  | 61   |
| RA-PPA-105  | Public Policy Analysis & Development                  | S1     | 01/02 | 5    | 35        | 70         | 7   | 7 / 7                | Documented  | 64   |
| RA-GAR-106  | Government Administration & Public Sector Reform      | S1     | 01/02 | 5    | 35        | 70         | 7   | 7 / 7                | Documented  | 67   |
| RA-HLMG-201 | Hospital Leadership, Management & Governance          | S2     | 01/02 | 6    | 48        | 90         | 9   | 6 / 9                | Approved    | 71   |
| RA-HFN-202  | Health Financing & Social Health Insurance            | S2     | 01/02 | 5    | 35        | 70         | 7   | 5 / 7                | Approved    | 74   |
| RA-UHC-203  | Universal Health Coverage & Strategic Purchasing      | S2     | 01/02 | 7    | 35*       | 70         | 7   | 7 / 7                | Course card | 76   |
| RA-QPS-204  | Quality Improvement & Patient Safety                  | S2     | 02/03 | 6    | 30*       | 60         | 6   | 6 / 6                | Course card | 77   |
| RA-HRH-205  | Health Workforce Planning & Management                | S2     | 02/03 | 6    | 30*       | 60         | 6   | 6 / 6                | Course card | 78   |
| RA-DHG-206  | Digital Health & Health Information Governance        | S2     | 01/02 | 6    | 30*       | 60         | 6   | 6 / 6                | Course card | 79   |
| RA-ITC-301  | Institutional Transformation & Change Management      | S3     | 01/02 | 5    | 35        | 70         | 7   | 7 / 7                | Documented  | 81   |
| RA-EXL-302  | Executive Leadership                                  | S3     | 01/02 | 5    | 35        | 70         | 7   | 5 / 5                | Documented  | 84   |
| RA-SMO-303  | Strategic Management & Organisational Transformation  | S3     | 01/02 | 5    | 35        | 70         | 7   | 5 / 7                | Approved    | 87   |
| RA-PFM-304  | Public Financial Management & Institutional Budgeting | S3     | 01/02 | 6    | 30*       | 60         | 6   | 6 / 6                | Course card | 90   |
| RA-PMG-305  | Project & Programme Management for Institutions       | S3     | 02/03 | 6    | 30*       | 60         | 6   | 6 / 6                | Course card | 91   |
| RA-RES-401  | Applied Research Design & Methods                     | S4     | 02/03 | 7    | 30*       | 60         | 6   | 7 / 6                | Course card | 93   |
| RA-MEL-402  | Monitoring, Evaluation, Accountability & Learning     | S4     | 02/03 | 6    | 25*       | 50         | 5   | 6 / 5                | Course card | 94   |
| RA-SWP-403  | Scientific Writing & Academic Publishing              | S4     | 02/03 | 4    | 28        | 50         | 5   | 4 / 5                | Approved    | 95   |
| RA-DAT-404  | Data Literacy & Evidence for Decision-Makers          | S4     | 01/02 | 5    | 20*       | 40         | 4   | 5 / 4                | Course card | 97   |



| Code       | Title                                 | School | Tier  | Days | Contact h | Notional h | RCP | Catalogue days / RCP | Syllabus    | Page |
|------------|---------------------------------------|--------|-------|------|-----------|------------|-----|----------------------|-------------|------|
| RA-GWR-405 | Grant Writing & Resource Mobilisation | S4     | 01/02 | 5    | 20*       | 40         | 4   | 5 / 4                | Course card | 98   |
| Total      |                                       |        |       | 120  |           | 1400       | 140 | 127 / 133            |             |      |

## 10.2 Short Courses (23)

Table 40 · Short Courses (RL2)

| Code       | Title                                        | Theme | Weeks | Contact h | Notional h | RCP | Source                    | Legacy code | Page |
|------------|----------------------------------------------|-------|-------|-----------|------------|-----|---------------------------|-------------|------|
| RA-EXL-701 | Health Leadership in Fragile Settings        | T1    | 3     | 30        | 60         | 6   | Program Book + Philosophy | PB EXL-701  | 103  |
| RA-EXG-702 | Governance & Accountability                  | T1    | 3     | 30        | 60         | 6   | Program Book + Philosophy | PB EXG-702  | 101  |
| RA-EXD-703 | Data for Decision-Making (DHIS2 & Analytics) | T5    | 3     | 30        | 60         | 6   | Program Book + Philosophy | PB EXD-703  | 115  |
| RA-EXP-704 | Project & Grants Management                  | T1    | 3     | 30        | 60         | 6   | Program Book              | PB EXP-704  | 105  |
| RA-EXE-705 | Emergency & Trauma Leadership                | T3    | 3     | 30        | 60         | 6   | Program Book + Philosophy | PB EXE-705  | 111  |
| RA-EXQ-706 | Quality Improvement & Patient Safety         | T3    | 3     | 30        | 60         | 6   | Program Book + Philosophy | PB EXQ-706  | 112  |
| RA-EXC-707 | Critical Thinking & Problem-Solving          | T6    | 2     | 20        | 40         | 4   | Program Book              | PB EXC-707  | 118  |
| RA-EXF-708 | Crisis Management & Strategic Foresight      | T4    | 3     | 30        | 60         | 6   | Program Book              | PB EXF-708  | 113  |
| RA-EXS-709 | Strategic Management & Planning              | T1    | 3     | 30        | 60         | 6   | Program Book              | PB EXS-709  | 106  |
| RA-EXP-710 | Policy Design & Planning                     | T6    | 2     | 20        | 40         | 4   | Program Book              | PB EXP-710  | 123  |
| RA-EXH-711 | Social & Population Development              | T6    | 2     | 20        | 40         | 4   | Program Book              | PB EXH-711  | 120  |
| RA-EXD-712 | Demographic Studies for Health Policy        | T6    | 2     | 20        | 40         | 4   | Program Book              | PB EXD-712  | 119  |
| RA-EXL-713 | Educational Leadership in Health Sciences    | T1    | 3     | 30        | 60         | 6   | Program Book + Philosophy | PB EXL-713  | 104  |
| RA-EXR-714 | Executive R&D for Health Systems             | T5    | 3     | 30        | 60         | 6   | Program Book + Philosophy | PB EXR-714  | 116  |
| RA-EXG-715 | Governance Development                       | T1    | 3     | 30        | 60         | 6   | Program Book + Philosophy | PB EXG-715  | 102  |



| Code         | Title                                                    | Theme | Weeks | Contact h | Notional h  | RCP        | Source                    | Legacy code                                            | Page |
|--------------|----------------------------------------------------------|-------|-------|-----------|-------------|------------|---------------------------|--------------------------------------------------------|------|
| RA-EXU-716   | Sustainability Management                                | T2    | 3     | 30        | 60          | 6          | Program Book + Philosophy | PB EXU-716                                             | 108  |
| RA-EXO-717   | Outbreak Management & Rapid Response                     | T4    | 3     | 30        | 60          | 6          | Philosophy                |                                                        | 114  |
| RA-EXM-718   | Executive Communication, Influence & Strategic Messaging | T6    | 3     | 30        | 60          | 6          | Philosophy                |                                                        | 122  |
| RA-EXN-719   | Health Financing Intensive                               | T2    | 3     | 30        | 60          | 6          | Philosophy                |                                                        | 107  |
| RA-EXV-720   | Strategic Foresight & Scenario Planning                  | T6    | 3     | 30        | 60          | 6          | Philosophy                |                                                        | 124  |
| RA-EXA-721   | Applied Demography for Policy Leaders                    | T6    | 3     | 30        | 60          | 6          | Philosophy                |                                                        | 117  |
| RA-EXI-722   | Decision-Making Under Uncertainty                        | T6    | 3     | 30        | 60          | 6          | Philosophy                |                                                        | 121  |
| RA-HSMW-723  | Health Systems Management Seminar and Workshop           | T2    | 4     | 40        | 80          | 8          | Program Book §10          | PB §10 Seminar and Workshop: Health Systems Management | 109  |
| <b>Total</b> |                                                          |       |       |           | <b>1320</b> | <b>132</b> |                           |                                                        |      |

## 10.3 Long Courses (21)

Table 41 • Long Courses (RL2)

| Code        | Title                                              | Theme | Weeks | Legacy credits | Contact h | Notional h | RCP | Source                    | Page |
|-------------|----------------------------------------------------|-------|-------|----------------|-----------|------------|-----|---------------------------|------|
| RA-HSLD-601 | Healthcare Administration & Governance             | T1    | 12    | 3              | 36        | 108        | 10  | Program Book + Philosophy | 127  |
| RA-HSLD-602 | Leadership in Fragile & Conflict-Affected Settings | T1    | 12    | 3              | 36        | 108        | 10  | Program Book + Philosophy | 130  |
| RA-HSLD-603 | Strategic Planning & Execution                     | T1    | 12    | 3              | 36        | 108        | 10  | Program Book              | 132  |
| RA-HSLD-604 | Health Financial Management & Budgeting            | T2    | 12    | 3              | 36        | 108        | 10  | Program Book              | 140  |
| RA-HSLD-605 | Healthcare Law, Policy & Ethics                    | T1    | 12    | 3              | 36        | 108        | 10  | Program Book              | 134  |
| RA-HSLD-606 | Office & Operations Administration                 | T3    | 12    | 3              | 36        | 108        | 10  | Program Book              | 149  |
| RA-HSLD-607 | Emergency Preparedness & Response (HICS/IMS)       | T4    | 12    | 3              | 36        | 108        | 10  | Program Book + Philosophy | 159  |
| RA-HSLD-608 | Risk Management, Quality & Patient Safety          | T3    | 12    | 3              | 36        | 108        | 10  | Program Book + Philosophy | 151  |
| RA-HSLD-609 | Strategic Operations Management                    | T3    | 12    | 3              | 36        | 108        | 10  | Philosophy                | 153  |
| RA-PHSD-611 | Foundations of Public Health & Social Determinants | T2    | 12    | 3              | 36        | 108        | 10  | Program Book + Philosophy | 145  |



| Code         | Title                                              | Theme | Weeks | Legacy credits | Contact h | Notional h  | RCP        | Source                    | Page |
|--------------|----------------------------------------------------|-------|-------|----------------|-----------|-------------|------------|---------------------------|------|
| RA-EPBI-612  | Epidemiology & Biostatistics for Decision-Making   | T5    | 12    | 3              | 36        | 108         | 10         | Program Book + Philosophy | 162  |
| RA-HSSB-613  | Health Systems Strengthening — Six Building Blocks | T2    | 12    | 3              | 36        | 108         | 10         | Program Book + Philosophy | 142  |
| RA-HPOL-614  | Health Policy, Planning & Governance               | T2    | 12    | 3              | 36        | 108         | 10         | Program Book + Philosophy | 138  |
| RA-HFUC-615  | Health Financing & UHC in Fragile States           | T2    | 12    | 3              | 36        | 108         | 10         | Program Book + Philosophy | 136  |
| RA-HOPS-616  | Hospital Operations & Quality Improvement          | T3    | 12    | 3              | 36        | 108         | 10         | Program Book + Philosophy | 147  |
| RA-PSCG-617  | Patient Safety & Clinical Governance               | T3    | 12    | 2              | 24        | 72          | 7          | Program Book + Philosophy | 155  |
| RA-EMOC-618  | Emergency Preparedness, EOC & Outbreak Management  | T4    | 12    | 3              | 36        | 108         | 10         | Program Book + Philosophy | 157  |
| RA-SDAT-619  | Surveillance, Field Epidemiology & DHIS2 Analytics | T5    | 12    | 2              | 24        | 72          | 7          | Program Book + Philosophy | 165  |
| RA-ONEH-620  | One Health: Risk, Readiness & Response             | T4    | 12    | 2              | 24        | 72          | 7          | Program Book + Philosophy | 161  |
| RA-PHSC-621  | Pharmaceutical Regulation & Supply Chain           | T2    | 12    | 2              | 24        | 72          | 7          | Program Book              | 144  |
| RA-RSCH-622  | Research Methods, Academic Writing & Ethics        | T5    | 12    | 3              | 36        | 108         | 10         | Program Book              | 164  |
| <b>Total</b> |                                                    |       |       | <b>59</b>      |           | <b>2124</b> | <b>198</b> |                           |      |

## 10.4 Executive Programmes (4)

Table 42 · Executive Programmes (RL2), with 18 subjects of 30 hours each (Part VI)

| Code         | Title                                         | Weeks     | RECH      | Notional h | Structured h             | RCP       | Mode                  | Legacy code  | Page |
|--------------|-----------------------------------------------|-----------|-----------|------------|--------------------------|-----------|-----------------------|--------------|------|
| RA-APA-501   | Advanced Public Administration                | 12        | 6         | 180        | 60 (12 live + 48 guided) | 18        | M5 supported distance | RA-APA-2026  | 170  |
| RA-PFMX-502  | Public Financial Management                   | 8         | 4         | 120        | 40 (24 live + 16 guided) | 12        | M3 blended            | RA-PFMX-2026 | 181  |
| RA-DPI-503   | Diplomatic Protocol and International Affairs | 6         | 3         | 90         | 30 (18 live + 12 guided) | 9         | M4 live online        | RA-DPI-2026  | 190  |
| RA-WSL-504   | Women in Senior Leadership                    | 10        | 5         | 150        | 50 (30 live + 20 guided) | 15        | M4 live online        | RA-WSL-2026  | 197  |
| <b>Total</b> |                                               | <b>36</b> | <b>18</b> | <b>540</b> |                          | <b>54</b> |                       |              |      |



## 10.5 Award pathways (13)

Table 43 · Award pathways. IA = integrative assignment.

| Code          | Award                                                                                  | Level | Constituents                                                        | RCP        | Page |
|---------------|----------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------|------------|------|
| <b>AC-GPL</b> | RIYAADA Advanced Certificate in Governance & Public Leadership                         | RL3   | PLG-101 + BGD-103 + EIA-104 + IA                                    | 28         | 224  |
| <b>AC-CBG</b> | RIYAADA Advanced Certificate in Corporate & Board Governance                           | RL3   | CGV-102 + BGD-103 + EIA-104 + IA                                    | 28         | 225  |
| <b>AC-PPA</b> | RIYAADA Advanced Certificate in Public Policy & Administration                         | RL3   | PPA-105 + GAR-106 + ITC-301 + IA                                    | 28         | 226  |
| <b>AC-HSL</b> | RIYAADA Advanced Certificate in Health Systems Leadership                              | RL3   | HLMG-201 + QPS-204 + HRH-205 + IA                                   | 28         | 227  |
| <b>AC-HFU</b> | RIYAADA Advanced Certificate in Health Financing & UHC                                 | RL3   | HFN-202 + UHC-203 + DAT-404 + IA                                    | 25         | 228  |
| <b>AC-SIT</b> | RIYAADA Advanced Certificate in Strategy & Institutional Transformation                | RL3   | SMO-303 + ITC-301 + EXL-302 + IA                                    | 28         | 229  |
| <b>AC-ARE</b> | RIYAADA Advanced Certificate in Applied Research & Evaluation                          | RL3   | RES-401 + MEL-402 + SWP-403 + IA                                    | 24         | 230  |
| <b>PW-DIP</b> | RIYAADA Executive Diploma in Executive Leadership, Governance and Strategic Management | RL4   | Foundation + governance core + execution core + strategy + capstone | 60         | 236  |
| <b>PW-FEL</b> | RIYAADA Executive Fellowship                                                           | RL5   | Executive Diploma + supervised transformation portfolio             | 90+        | 239  |
| <b>PW-IEP</b> | Integrated extended pathway (six-theme portfolio)                                      | n/a   | Approved study plan across Themes 1–6; six key outputs              | plan-based | 240  |
| <b>TR-EOC</b> | EOC & Health Security track                                                            | RL3   | 3–4 Short Courses (Theme 4 and 5) + IA                              | 24–30      | 232  |
| <b>TR-HQL</b> | Hospital Quality Leadership track                                                      | RL3   | 3–4 Short Courses (Theme 3 and 1) + IA                              | 24–30      | 233  |
| <b>TR-DDM</b> | Data-Driven Management track                                                           | RL3   | 3–4 Short Courses (Theme 5 and 6) + IA                              | 24–30      | 234  |



## 11 Credit, Hours and Workload Tables

Where the unified values differ from the Catalogue, the difference is shown here and justified in Annex C.

### 11.1 Executive Courses: Catalogue and unified values

Table 44 · Catalogue and unified days and credit. Basis: A approved syllabus, B Prospectus, C Catalogue only (\* derived contact hours).

| Code        | Title                                                 | Cat. days | Cat. RCP | Unified days | Contact h | Notional h | Unified RCP | Basis | Change          |
|-------------|-------------------------------------------------------|-----------|----------|--------------|-----------|------------|-------------|-------|-----------------|
| RA-PLG-101  | Public Leadership & Governance                        | 5         | 7        | 5            | 35        | 70         | 7           | A     | no change       |
| RA-CGV-102  | Corporate Governance                                  | 6         | 6        | 5            | 35        | 70         | 7           | B     | -1 days, +1 RCP |
| RA-BGD-103  | Board Governance & Director Development               | 5         | 5        | 5            | 35        | 70         | 7           | B     | +2 RCP          |
| RA-EIA-104  | Ethics, Integrity & Accountability                    | 5         | 5        | 5            | 35        | 70         | 7           | B     | +2 RCP          |
| RA-PPA-105  | Public Policy Analysis & Development                  | 7         | 7        | 5            | 35        | 70         | 7           | B     | -2 days         |
| RA-GAR-106  | Government Administration & Public Sector Reform      | 7         | 7        | 5            | 35        | 70         | 7           | B     | -2 days         |
| RA-HLMG-201 | Hospital Leadership, Management & Governance          | 6         | 9        | 6            | 48        | 90         | 9           | A     | no change       |
| RA-HFN-202  | Health Financing & Social Health Insurance            | 5         | 7        | 5            | 35        | 70         | 7           | A     | no change       |
| RA-UHC-203  | Universal Health Coverage & Strategic Purchasing      | 7         | 7        | 7            | 35*       | 70         | 7           | C     | no change       |
| RA-QPS-204  | Quality Improvement & Patient Safety                  | 6         | 6        | 6            | 30*       | 60         | 6           | C     | no change       |
| RA-HRH-205  | Health Workforce Planning & Management                | 6         | 6        | 6            | 30*       | 60         | 6           | C     | no change       |
| RA-DHG-206  | Digital Health & Health Information Governance        | 6         | 6        | 6            | 30*       | 60         | 6           | C     | no change       |
| RA-ITC-301  | Institutional Transformation & Change Management      | 7         | 7        | 5            | 35        | 70         | 7           | B     | -2 days         |
| RA-EXL-302  | Executive Leadership                                  | 5         | 5        | 5            | 35        | 70         | 7           | B     | +2 RCP          |
| RA-SMO-303  | Strategic Management & Organisational Transformation  | 5         | 7        | 5            | 35        | 70         | 7           | A     | no change       |
| RA-PFM-304  | Public Financial Management & Institutional Budgeting | 6         | 6        | 6            | 30*       | 60         | 6           | C     | no change       |
| RA-PMG-305  | Project & Programme Management for Institutions       | 6         | 6        | 6            | 30*       | 60         | 6           | C     | no change       |
| RA-RES-401  | Applied Research Design & Methods                     | 7         | 6        | 7            | 30*       | 60         | 6           | C     | no change       |
| RA-MEL-402  | Monitoring, Evaluation, Accountability & Learning     | 6         | 5        | 6            | 25*       | 50         | 5           | C     | no change       |
| RA-SWP-403  | Scientific Writing & Academic Publishing              | 4         | 5        | 4            | 28        | 50         | 5           | A     | no change       |
| RA-DAT-404  | Data Literacy & Evidence for Decision-Makers          | 5         | 4        | 5            | 20*       | 40         | 4           | C     | no change       |



| Code         | Title                                 | Cat. days  | Cat. RCP   | Unified days | Contact h | Notional h  | Unified RCP | Basis | Change    |
|--------------|---------------------------------------|------------|------------|--------------|-----------|-------------|-------------|-------|-----------|
| RA-GWR-405   | Grant Writing & Resource Mobilisation | 5          | 4          | 5            | 20*       | 40          | 4           | C     | no change |
| <b>Total</b> |                                       | <b>127</b> | <b>133</b> | <b>120</b>   |           | <b>1400</b> | <b>140</b>  |       |           |

Seven courses move to 5 days, 35 contact hours and 7 RCP (CGV, BGD, EIA, PPA, GAR, ITC, EXL); one of them (Corporate Governance) was listed at 6 days and 6 RCP. The net effect is +7 RCP (133 → 140) and –7 days (127 → 120) across the 22 courses.

## 11.2 Totals by School

Table 45 • Executive Course totals by School

| School     | Name                                                          | Courses   | Cat. days  | Cat. RCP   | Unified days | Unified RCP | Notional h   |
|------------|---------------------------------------------------------------|-----------|------------|------------|--------------|-------------|--------------|
| S1         | School of Governance & Public Leadership                      | 6         | 35         | 37         | 30           | 42          | 420          |
| S2         | School of Health Systems, Policy & Financing                  | 6         | 36         | 41         | 36           | 41          | 410          |
| S3         | School of Strategy, Management & Institutional Transformation | 5         | 29         | 31         | 27           | 33          | 330          |
| S4         | School of Research, Evaluation & Knowledge                    | 5         | 27         | 24         | 27           | 24          | 240          |
| <b>All</b> |                                                               | <b>22</b> | <b>127</b> | <b>133</b> | <b>120</b>   | <b>140</b>  | <b>1,400</b> |

## 11.3 Advanced Certificates: arithmetic

Table 46 • Advanced Certificate credit (all within the 24–30 RCP band)

| Pathway | Constituent courses          | Taught RCP | IA RCP | Total RCP | Catalogue total | Catalogue residual | Change |
|---------|------------------------------|------------|--------|-----------|-----------------|--------------------|--------|
| AC-GPL  | PLG-101 + BGD-103 + EIA-104  | 21         | 7      | 28        | 28              | 11                 | none   |
| AC-CBG  | CGV-102 + BGD-103 + EIA-104  | 21         | 7      | 28        | 28              | 12                 | none   |
| AC-PPA  | PPA-105 + GAR-106 + ITC-301  | 21         | 7      | 28        | 28              | 7                  | none   |
| AC-HSL  | HLMG-201 + QPS-204 + HRH-205 | 21         | 7      | 28        | 26              | 5                  | +2     |
| AC-HFU  | HFN-202 + UHC-203 + DAT-404  | 18         | 7      | 25        | 25              | 7                  | none   |
| AC-SIT  | SMO-303 + ITC-301 + EXL-302  | 21         | 7      | 28        | 28              | 9                  | none   |
| AC-ARE  | RES-401 + MEL-402 + SWP-403  | 16         | 8      | 24        | 26              | 10                 | -2     |



The Catalogue listed totals that exceeded constituent taught credit by 11, 12, 7, 5, 7, 9 and 10 RCP and called these residuals arithmetic, not independently approved. Because several constituent courses rise to 7 RCP, the taught credit rises and the residual shrinks. Each pathway now carries a stated 7-RCP integrative assignment (8 RCP for Applied Research & Evaluation), so no credit is unexplained (Decision D6). Health Systems Leadership and Applied Research & Evaluation change in total (26 → 28 and 26 → 24).

## 11.4 Executive Diploma: arithmetic

Table 47 • Executive Diploma credit

| Component                                             | Courses                                                                      | RCP          |
|-------------------------------------------------------|------------------------------------------------------------------------------|--------------|
| Foundation                                            | RA-EXL-302 (7) + RA-EIA-104 (7)                                              | 14           |
| Governance core                                       | RA-PLG-101 (7) + one of RA-CGV-102 (7) or RA-BGD-103 (7)                     | 14           |
| Execution core                                        | RA-ITC-301 (7) + one of RA-PPA-105 (7), RA-GAR-106 (7) or an S2 course (6–9) | 13–16        |
| Strategy                                              | RA-SMO-303 (7)                                                               | 7            |
| <b>Taught courses</b>                                 |                                                                              | <b>48–51</b> |
| Institutional capstone, integration and 90-day review | Allocated by the approved pathway so that the total is exactly 60 RCP        | 9–12         |
| <b>Executive Diploma (RL4)</b>                        |                                                                              | <b>60</b>    |

The Catalogue stated 42–46 RCP of taught courses and 14–18 RCP for the capstone. With the Prospectus courses at 7 RCP the taught total is 48 (minimum), 49 (standard, with RA-PLG-101 + RA-BGD-103 or CGV and RA-PPA-105 or GAR) and 51 (maximum, with RA-HLMG-201 at 9 RCP). The capstone and integration allocation is therefore 12, 11 and 9 RCP respectively. Credit must not be counted twice and the personalised study plan shows the exact calculation before enrolment (Decision D7).

## 11.5 Workload by family

Table 48 • Workload ranges by family

| Family               | Items | Contact hours (range) | Notional hours (range) | RCP (range) | RCP (sum) |
|----------------------|-------|-----------------------|------------------------|-------------|-----------|
| Executive Courses    | 22    | 20–48                 | 40–90                  | 4–9         | 140       |
| Short Courses        | 23    | 20–40                 | 40–80                  | 4–8         | 132       |
| Long Courses         | 21    | 24–36                 | 72–108                 | 7–10        | 198       |
| Executive Programmes | 4     | 30–60                 | 90–180                 | 9–18        | 54        |



## 12 Pathway Map and Overlap Map

How the twenty-two Executive Courses build the seven Advanced Certificates and the Executive Diploma, and where subjects recur across families.

### 12.1 Which courses build which awards

Table 49 · Advanced Certificate (RL3) and Executive Diploma (RL4) membership by Executive Course. ● constituent; Core = fixed Diploma course; Option = elective within a Diploma core.

| Code        | Course                                                | GPL | CBG | PPA | HSL | HFU | SIT | ARE | PW-DIP |
|-------------|-------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|--------|
| RA-PLG-101  | Public Leadership & Governance                        | ●   |     |     |     |     |     |     | Core   |
| RA-CGV-102  | Corporate Governance                                  |     | ●   |     |     |     |     |     | Option |
| RA-BGD-103  | Board Governance & Director Development               | ●   | ●   |     |     |     |     |     | Option |
| RA-EIA-104  | Ethics, Integrity & Accountability                    | ●   | ●   |     |     |     |     |     | Core   |
| RA-PPA-105  | Public Policy Analysis & Development                  |     |     | ●   |     |     |     |     | Option |
| RA-GAR-106  | Government Administration & Public Sector Reform      |     |     | ●   |     |     |     |     | Option |
| RA-HLMG-201 | Hospital Leadership, Management & Governance          |     |     |     | ●   |     |     |     | Option |
| RA-HFN-202  | Health Financing & Social Health Insurance            |     |     |     |     | ●   |     |     | Option |
| RA-UHC-203  | Universal Health Coverage & Strategic Purchasing      |     |     |     |     | ●   |     |     | Option |
| RA-QPS-204  | Quality Improvement & Patient Safety                  |     |     |     | ●   |     |     |     | Option |
| RA-HRH-205  | Health Workforce Planning & Management                |     |     |     | ●   |     |     |     | Option |
| RA-DHG-206  | Digital Health & Health Information Governance        |     |     |     |     |     |     |     | Option |
| RA-ITC-301  | Institutional Transformation & Change Management      |     |     | ●   |     |     | ●   |     | Core   |
| RA-EXL-302  | Executive Leadership                                  |     |     |     |     |     | ●   |     | Core   |
| RA-SMO-303  | Strategic Management & Organisational Transformation  |     |     |     |     |     | ●   |     | Core   |
| RA-PFM-304  | Public Financial Management & Institutional Budgeting |     |     |     |     |     |     |     |        |
| RA-PMG-305  | Project & Programme Management for Institutions       |     |     |     |     |     |     |     |        |
| RA-RES-401  | Applied Research Design & Methods                     |     |     |     |     |     |     | ●   |        |



| Code       | Course                                            | GPL | CBG | PPA | HSL | HFU | SIT | ARE | PW-DIP |
|------------|---------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|--------|
| RA-MEL-402 | Monitoring, Evaluation, Accountability & Learning |     |     |     |     |     |     | •   |        |
| RA-SWP-403 | Scientific Writing & Academic Publishing          |     |     |     |     |     |     | •   |        |
| RA-DAT-404 | Data Literacy & Evidence for Decision-Makers      |     |     |     |     | •   |     |     |        |
| RA-GWR-405 | Grant Writing & Resource Mobilisation             |     |     |     |     |     |     |     |        |

## 12.2 The stack of awards

Table 50 • Stacking rules (detail in Part VII)

| From                                             | Builds to                | By                                                                                                                  | Credit rule               |
|--------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------|
| Short, Long, Executive Course or Programme (RL2) | RL3 Advanced Certificate | Prescribed cluster of three courses + integrative assignment, or a micro-credential track of 3–4 Short Courses + IA | 24–30 RCP                 |
| Advanced Certificates and Executive Courses      | RL4 Executive Diploma    | Foundation + governance core + execution core + strategy + institutional capstone                                   | 60 RCP; RPL cap one third |
| Executive Diploma                                | RL5 Executive Fellowship | Three years of senior practice + supervised transformation portfolio + panel defence                                | 90+ RCP                   |

## 12.3 Overlap map

Several subjects appear in more than one family because the Catalogue, the Program Book and the Programme Philosophy were written separately. The map below lists related offers so the Academic Board can decide whether to consolidate, differentiate or cross-credit them. This edition does not merge any course and does not grant cross-credit; Decision D16 states the rule for future merger or splitting.

Table 51 • Editorial overlap map (no merger proposed)

| Topic                                          | Executive Course       | Short Course | Long Course                           | Observation                                                                                            |
|------------------------------------------------|------------------------|--------------|---------------------------------------|--------------------------------------------------------------------------------------------------------|
| Quality improvement and patient safety         | RA-QPS-204             | RA-EXQ-706   | RA-HSLD-608; RA-PSCG-617; RA-HOPS-616 | Same title in two families (Executive Course and Short Course). Candidate for consolidation under D16. |
| Health financing and universal health coverage | RA-HFN-202; RA-UHC-203 | RA-EXN-719   | RA-HFUC-615; RA-HSLD-604              | Same subject at three depths: 5 days, 3 weeks and 12 weeks.                                            |



| Topic                                     | Executive Course                   | Short Course                       | Long Course                           | Observation                                                                                                   |
|-------------------------------------------|------------------------------------|------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Data, DHIS2 and digital health            | RA-DHG-206; RA-DAT-404             | RA-EXD-703                         | RA-SDAT-619; RA-EPBI-612              | Executive and Short Course address data quality and dashboards.                                               |
| Research methods and scientific writing   | RA-RES-401; RA-SWP-403             | RA-EXR-714                         | RA-RSCH-622                           | Research design, proposal and publication appear in all three families.                                       |
| Strategy and planning                     | RA-SMO-303                         | RA-EXS-709                         | RA-HSLD-603; RA-HSLD-609              | Strategy maps, scorecards and execution at three depths.                                                      |
| Governance and accountability             | RA-PLG-101; RA-CGV-102; RA-BGD-103 | RA-EXG-702; RA-EXG-715             | RA-HSLD-601; RA-HSLD-605              | Public and corporate governance (Executive) versus health-system governance (Short, Long).                    |
| Leadership in fragile settings            | RA-EXL-302; RA-PLG-101             | RA-EXL-701                         | RA-HSLD-602                           | Executive Leadership, adaptive leadership and fragile-setting leadership.                                     |
| Project, grants and resource mobilisation | RA-PMG-305; RA-GWR-405             | RA-EXP-704                         | n/a                                   | Project and grant management overlap with Project Management for Institutions and Grant Writing.              |
| Public financial management and budgeting | RA-PFM-304                         | n/a                                | RA-HSLD-604                           | Also RA-PFMX-502 (Executive Programme). RA-PFM-304 and RA-PFMX-502 are different courses with similar titles. |
| Policy design and planning                | RA-PPA-105                         | RA-EXP-710                         | RA-HPOL-614                           | Policy analysis (Executive) versus policy design and planning (Short, Long).                                  |
| Emergency and outbreak leadership         | RA-HLMG-201 (partial)              | RA-EXE-705; RA-EXO-717; RA-EXF-708 | RA-HSLD-607; RA-EMOC-618; RA-ONEH-620 | No Executive Course covers emergency leadership; Short and Long Courses carry the theme.                      |



## Part III ▪ Executive Courses

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Twenty-two five- to seven-day executive courses in four Schools. Each course is a stand-alone RIYAADA Professional Certificate and a building block of the Advanced Certificates and the Executive Diploma.

- Chapter 13 The Executive Course Series
- Chapter 14 School S1: Governance & Public Leadership
- Chapter 15 School S2: Health Systems, Policy & Financing
- Chapter 16 School S3: Strategy, Management & Institutional Transformation
- Chapter 17 School S4: Research, Evaluation & Knowledge



## 13 The Executive Course Series

Twenty-two Executive Courses in four Schools. Twelve have documented syllabi; ten exist as course cards.

Executive Courses are the core RL2 offer of RIYAADA Academy. Each is a short, intensive course of four to seven days that produces an applied institutional output. Twelve have documented syllabi: nine form the Executive Leadership, Governance and Strategic Management (ELGSM) prospectus; five have approved syllabi in the Curricula compendium (Public Leadership & Governance and Strategic Management & Organisational Transformation are in both sets); and the Hospital package supplies full session plans for Hospital Leadership, Management & Governance. The other ten are held in the Catalogue as course cards.

### 13.1 The nine-course ELGSM suite

The ELGSM suite is organised in two streams: **Stream A, Executive Leadership & Governance** (Public Leadership & Governance; Corporate Governance; Board Governance & Director Development; Ethics, Integrity & Accountability; Public Policy Analysis & Development; Government Administration & Public Sector Reform) and **Stream B, Strategic Management & Organisational Transformation** (Institutional Transformation & Change Management; Executive Leadership; Strategic Management & Organisational Transformation). Governance and direction-setting courses cater primarily to Tier 01 executives; change, policy and reform courses primarily to Tier 02; Executive Leadership is a universal entry point for Tiers 02 and 03 and newly appointed Tier 01 executives. The DIRECTOR framework prevails in the top-tier governance courses, MANAGER in the execution courses and LEADER in the foundational leadership pathway.

Table 52 • ELGSM course-to-tier-and-framework matrix (Prospectus Appendix A)

| No. | Code       | Course                                               | Primary tier | Lead framework | Priority competencies                                                                   |
|-----|------------|------------------------------------------------------|--------------|----------------|-----------------------------------------------------------------------------------------|
| 1   | RA-PLG-101 | Public Leadership & Governance                       | Tier 01      | DIRECTOR       | Strategic Thinking; Integrity and Accountability; Communication                         |
| 2   | RA-CGV-102 | Corporate Governance                                 | Tier 01      | DIRECTOR       | Integrity and Accountability; Strategic Thinking; Decision Making                       |
| 3   | RA-BGD-103 | Board Governance & Director Development              | Tier 01      | DIRECTOR       | Decision Making and Critical Thinking; Integrity and Accountability; Strategic Thinking |
| 4   | RA-ITC-301 | Institutional Transformation & Change Management     | Tier 02      | MANAGER        | Adaptability; Communication; Developing People                                          |
| 5   | RA-EIA-104 | Ethics, Integrity & Accountability                   | All tiers    | LEADERSHIP     | Integrity and Accountability; Decision Making; Communication                            |
| 6   | RA-PPA-105 | Public Policy Analysis & Development                 | Tier 02      | MANAGER        | Decision Making and Critical Thinking; Strategic Thinking; Communication                |
| 7   | RA-GAR-106 | Government Administration & Public Sector Reform     | Tier 02      | MANAGER        | Strategic Thinking; Developing People; Adaptability                                     |
| 8   | RA-EXL-302 | Executive Leadership                                 | All tiers    | LEADER         | Emotional Intelligence; Communication; Developing People; Adaptability                  |
| 9   | RA-SMO-303 | Strategic Management & Organisational Transformation | Tier 01      | DIRECTOR       | Strategic Thinking; Decision Making; Adaptability                                       |

### 13.2 Launch and sequencing recommendations

- Launch with Executive Leadership (RA-EXL-302) and Ethics, Integrity & Accountability (RA-EIA-104) as universal foundation courses.



- Sequence Tier 01 participants towards Public Leadership & Governance, Corporate Governance, Board Governance & Director Development and Strategic Management & Organisational Transformation.
- Sequence Tier 02 participants towards Institutional Transformation & Change Management, Public Policy Analysis & Development and Government Administration & Public Sector Reform.
- Position the National Transformation Plan I Transformational Governance pillar as a central commissioning proposition for civil-service professionalisation, public-sector reform and integrity strengthening.
- Pilot the first delivery cycle with carefully selected flagship cohorts, with full Kirkpatrick Level 1–4 evaluation, and publish an annual impact brief.
- Develop a faculty mobilisation and quality assurance plan before launch: orientation, facilitator guides, rubrics, case packs, moderation procedures and workbooks.
- Refresh courses within one delivery cycle when governance codes, regulations, reform priorities or client needs materially change.

### 13.3 Standard commissioning information

Table 53 • Standard course commissioning information

| Item                 | Standard                                                                                                                                               |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cohort size          | Recommended 20–30 participants for intensive executive learning; smaller board cohorts of 12–20.                                                       |
| Language             | English, Somali or bilingual delivery depending on faculty and client requirements.                                                                    |
| Venue                | RIYAADA campus, client venue or an approved conference or training facility.                                                                           |
| Pre-work             | Diagnostic, leadership-challenge statement and selected readings.                                                                                      |
| Post-course support  | Coaching, application review and action-learning follow-up (90 days).                                                                                  |
| Client customisation | Sector examples, policy references, case materials, assessment outputs and terminology can be adapted while preserving learning standards (Chapter 9). |

### 13.4 Portfolio Outcome Matrix

The matrix links all 22 courses to the expected output and the level of thinking required. The Academic Board uses it to check portfolio coherence. It is a design map and not evidence that learners have achieved the stated capabilities.

Table 54 • Portfolio Outcome Matrix

| Code        | Course                                           | Dominant outcome level  | Principal assessed artefact              |
|-------------|--------------------------------------------------|-------------------------|------------------------------------------|
| RA-PLG-101  | Public Leadership & Governance                   | Creating                | Governance reform action plan            |
| RA-CGV-102  | Corporate Governance                             | Evaluating              | Company or SOE governance assessment     |
| RA-BGD-103  | Board Governance & Director Development          | Evaluating              | Board evaluation and development plan    |
| RA-EIA-104  | Ethics, Integrity & Accountability               | Creating                | Organisational integrity programme       |
| RA-PPA-105  | Public Policy Analysis & Development             | Creating                | Decision-ready policy memorandum         |
| RA-GAR-106  | Government Administration & Public Sector Reform | Creating                | Sequenced public-sector reform roadmap   |
| RA-HLMG-201 | Hospital Leadership, Management & Governance     | Creating                | PDSA capstone and institutional tool set |
| RA-HFN-202  | Health Financing & Social Health Insurance       | Creating                | Resource mobilisation options paper      |
| RA-UHC-203  | Universal Health Coverage & Strategic Purchasing | Creating                | Empanelment and purchasing framework     |
| RA-QPS-204  | Quality Improvement & Patient Safety             | Applying and evaluating | Completed clinical audit cycle           |
| RA-HRH-205  | Health Workforce Planning & Management           | Creating                | Departmental staffing and appraisal plan |
| RA-DHG-206  | Digital Health & Health Information Governance   | Analysing and creating  | Data-quality audit and governance policy |



| Code       | Course                                                | Dominant outcome level | Principal assessed artefact                 |
|------------|-------------------------------------------------------|------------------------|---------------------------------------------|
| RA-ITC-301 | Institutional Transformation & Change Management      | Creating               | Integrated transformation roadmap           |
| RA-EXL-302 | Executive Leadership                                  | Evaluating             | Personal leadership development plan        |
| RA-SMO-303 | Strategic Management & Organisational Transformation  | Creating               | Strategy and scorecard execution plan       |
| RA-PFM-304 | Public Financial Management & Institutional Budgeting | Applying               | Activity-based budget and variance report   |
| RA-PMG-305 | Project & Programme Management for Institutions       | Creating               | Project charter, schedule and risk register |
| RA-RES-401 | Applied Research Design & Methods                     | Creating               | Research protocol and analysis plan         |
| RA-MEL-402 | Monitoring, Evaluation, Accountability & Learning     | Creating               | Theory of change and MEAL plan              |
| RA-SWP-403 | Scientific Writing & Academic Publishing              | Creating               | Complete manuscript draft                   |
| RA-DAT-404 | Data Literacy & Evidence for Decision-Makers          | Analysing              | One-page decision brief                     |
| RA-GWR-405 | Grant Writing & Resource Mobilisation                 | Creating               | Donor-ready proposal package                |

### 13.5 Caveats on the series

- The five-day format is the default delivery model and not a fixed requirement; duration, contact hours, sequencing and modality may be adapted to the commissioning objective, tier, language, sector, cohort size and the level of coaching required, provided the approved workload and assessment are preserved.
- Statistics, legal references, governance codes and reform priorities (especially those tied to the National Transformation Plan I, public financial management reform and anti-corruption priorities) are refreshed immediately before publication or delivery.
- Partnerships, accreditations, endorsements and equivalences are stated only where formally agreed and documented.
- Live delivery requires completed facilitator guides, session plans, workbooks, decks, case packs, simulation briefs, coaching tools, diagnostics, rubrics and moderation procedures (Annex E).



## 14 School S1 · Governance and Public Leadership

School S1 develops the governance capabilities needed to exercise public authority responsibly. Courses address legitimacy, accountability, policy and reform. Course owners must identify the current national priorities relevant to each cohort and translate them into practical assignments.

Table 55 · School of Governance & Public Leadership: Executive Courses

| Code       | Course                                              | Tier                   | Days | Contact<br>h | RCP | Syllabus   | Page |
|------------|-----------------------------------------------------|------------------------|------|--------------|-----|------------|------|
| RA-PLG-101 | Public Leadership & Governance                      | Tier 01 and<br>Tier 02 | 5    | 35           | 7   | Approved   | 52   |
| RA-CGV-102 | Corporate Governance                                | Tier 01 and<br>Tier 02 | 5    | 35           | 7   | Documented | 55   |
| RA-BGD-103 | Board Governance & Director Development             | Tier 01                | 5    | 35           | 7   | Documented | 58   |
| RA-EIA-104 | Ethics, Integrity & Accountability                  | Tier 01 and<br>Tier 02 | 5    | 35           | 7   | Documented | 61   |
| RA-PPA-105 | Public Policy Analysis & Development                | Tier 01 and<br>Tier 02 | 5    | 35           | 7   | Documented | 64   |
| RA-GAR-106 | Government Administration & Public Sector<br>Reform | Tier 01 and<br>Tier 02 | 5    | 35           | 7   | Documented | 67   |
| Total      |                                                     |                        | 30   |              | 42  |            |      |



## RA-PLG-101 · Public Leadership & Governance

|                                     |                                                                                                                                           |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-PLG-101                                                                                                                                |
| <b>Family and level</b>             | Executive Course · RL2 Professional Certificate                                                                                           |
| <b>School</b>                       | S1 · School of Governance & Public Leadership                                                                                             |
| <b>Primary tier</b>                 | Tier 01 and Tier 02; lead framework DIRECTOR; priority competencies: Strategic Thinking; Integrity and Accountability; Communication      |
| <b>Credit and hours</b>             | 7 RCP · 70 notional hours · 35 contact hours · 5 days                                                                                     |
| <b>Award</b>                        | RIYAADA Professional Certificate in Public Leadership & Governance                                                                        |
| <b>Target participants</b>          | Primarily Tier 01 and senior Tier 02: ministers, directors general, agency heads, departmental directors and governance advisers.         |
| <b>Prerequisites</b>                | Substantial managerial or governance responsibility; pre-course diagnostic and leadership-challenge statement.                            |
| <b>Delivery</b>                     | Five-day intensive (continuous block or modular 2 + 2 + 1), in person at the Mogadishu campus or client premises; in-house cohort option. |
| <b>Language</b>                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                                                 |
| <b>Syllabus status</b>              | Approved: Curricula compendium (RIYAADA-CUR-2026-002 v1.1), reproduced with unified credit and award wording.                             |
| <b>Source references</b>            | Catalogue RA-PLG-101; Prospectus Course 1; Curricula v1.1 §3.1                                                                            |
| <b>Course owner and review date</b> | To be named; next review per Chapter 9 (open item, Annex E).                                                                              |

### Rationale

Public institutions in fragile, developing and transitional contexts are most effective when leaders are able to convert constitutional, legal and administrative authority into legitimate, ethical and results-oriented governance. In Somalia and comparable state-building environments, governance challenges are rarely technical alone; they are also political, institutional, cultural, relational and resource-based. Public leaders must therefore exercise authority with prudence, accountability and strategic foresight while managing expectations from citizens, political actors, civil servants, development partners and service users. This course approaches public leadership as the disciplined practice of setting institutional direction, stewarding public resources, strengthening public trust, coordinating diverse stakeholders and creating the administrative conditions required for accountable service delivery. Participants examine internationally recognised governance principles and critically adapt them to Somali, African and fragile state realities, including federal coordination, hybrid authority structures, donor dependency, public financial management reform, service delivery constraints, integrity risks and public trust deficits.

### Course aim

The course aims to develop public leaders who can exercise principled authority, define institutional direction, uphold accountability, build legitimacy and govern for long-term sustainability. It emphasises the leader's responsibility to align policy intent, administrative capacity, stakeholder expectations and measurable public value. The course further develops the judgement required to manage competing interests in complex political and institutional environments, especially where public institutions operate under conditions of limited resources, contested legitimacy and urgent citizen expectations.

Catalogue statement of aim (RIYAADA-CAT-2026-001): Develop public leaders who exercise principled authority, define institutional direction, uphold accountability and build legitimacy under conditions of limited resources and contested trust.



## Learning outcomes

On successful completion, participants will be able to:

- LO1** Apply sound public-governance values – transparency, integrity, accountability and participation – to a live institutional problem.
- LO2** Diagnose a public-trust deficit and design a credible institutional response.
- LO3** Map a stakeholder ecosystem and prepare a differentiated engagement strategy.
- LO4** Evaluate the administrative conditions required for accountable service delivery in a fragile setting.
- LO5** Produce a governance reform action plan aligned to national transformation priorities.

## Module structure

| Day   | Theme                                       | Core content                                                                                                                                                                 |
|-------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | Foundations of public governance            | Governance, legitimacy and the social contract; sound public-governance values, enablers and tools; rule of law, participation, transparency and responsiveness.             |
| Day 2 | Public leadership                           | Leadership versus management; the RIYAADA LEADERSHIP philosophy; adaptive and values-based leadership; leading in fragile, conflict-affected and hybrid governance contexts. |
| Day 3 | Trust, accountability and anti-corruption   | Public trust; horizontal, vertical and social accountability; integrity systems and organisational culture; the national integrity landscape.                                |
| Day 4 | Stakeholders, citizens and service delivery | Stakeholder mapping; citizen-centred governance; e-government; capacity development through institutional arrangements, leadership, knowledge and accountability.            |
| Day 5 | Governance reform in practice               | Governance diagnosis; reform design and sequencing; alignment to national priorities; capstone presentations and structured peer review.                                     |

## Methodology

Participants use Somali public-sector cases, a governance diagnostic and structured peer exchange to develop a reform action plan. Coaching helps connect analysis with implementation. The case assessment tests transfer to a new situation, while the plan records responsibilities, feasible actions and evidence for follow-up.

Methodology in the first edition of the compendium (July 2026), retained for reference: Learning is organised around Somali public-sector case studies, a governance diagnostic simulation, structured peer exchange, executive coaching and an applied governance reform project. Participants use their own institutional challenges as learning material, so that conceptual knowledge is continuously tested against real leadership practice. The methodology deliberately forces reflection on authority, legitimacy, accountability and public value while requiring translation of that reflection into concrete reform actions that can be attempted on return to work.

## Assessment scheme

| Instrument                    | Weight      | Evidence and standard                                                                                                |
|-------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------|
| Governance reform action plan | 50%         | Diagnosis, stakeholder strategy and sequenced reform pathway for the learner's own institution, defended in plenary. |
| Structured case analysis      | 30%         | Written analysis applying governance principles to an unseen fragile-state case.                                     |
| Participation and peer review | 20%         | Observed quality of contribution, challenge and peer critique against a published rubric.                            |
| <b>Total</b>                  | <b>100%</b> |                                                                                                                      |

Award gates, classification, feedback, reassessment and appeals follow Chapter 7. Attendance of at least 80% is required.

## Applied outputs

- Governance diagnostic
- Stakeholder map
- Public trust response



- Governance reform action plan

## Readings and tools

Core reference: OECD (2020), Policy framework on sound public governance. The course owner must maintain the current national policy references and specify the additional readings used for each cohort.

Further readings listed in the first edition (July 2026), subject to the course owner's verification of edition and authorised extracts: OECD Policy Framework on Sound Public Governance; OECD Recommendation on Public Integrity; UNDP Capacity Development: A Primer; UN Principles of Effective Governance for Sustainable Development; World Bank governance analysis on Somalia. Supplementary readings are refreshed annually by the course owner.

## Framework integration

Lead framework: **DIRECTOR**. Primary tier: **Tier 01**. Priority competencies (Prospectus Appendix A): Strategic Thinking; Integrity and Accountability; Communication.

Source-documented emphasis (first-edition wording): DIRECTOR: Define Direction, Oversee Accountability and Results-Focused Leadership. LEADERSHIP: Service, Ethical and Listening. Competencies: Strategic Thinking, Integrity and Accountability, Communication. The element names in this line follow the first-edition wording; the course owner re-maps them to the controlled definitions of Chapter 3 before delivery (Annex F).

## Source and harmonisation note

Award wording in the source: "RIYAADA Certificate in Public Leadership & Governance", corrected to "RIYAADA Professional Certificate in Public Leadership & Governance" (Chapter 5). Catalogue: 5 days, 7 RCP. Curricula compendium v1.1 documents the same duration and credit; no change. The Prospectus also documents this course; its outcomes, day plan, methodology and assessment narrative are retained in Annex C (C.2).



## RA-CGV-102 · Corporate Governance

|                                     |                                                                                                                                                                           |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-CGV-102                                                                                                                                                                |
| <b>Family and level</b>             | Executive Course · RL2 Professional Certificate                                                                                                                           |
| <b>School</b>                       | S1 · School of Governance & Public Leadership                                                                                                                             |
| <b>Primary tier</b>                 | Tier 01 and Tier 02; lead framework DIRECTOR; priority competencies: Integrity and Accountability; Strategic Thinking; Decision Making                                    |
| <b>Credit and hours</b>             | 7 RCP · 70 notional hours · 35 contact hours · 5 days                                                                                                                     |
| <b>Award</b>                        | RIYAADA Professional Certificate in Corporate Governance                                                                                                                  |
| <b>Target participants</b>          | Tier 01 company chairs, CEOs and SOE directors general; Tier 02 finance directors, company secretaries, risk, audit and compliance leaders.                               |
| <b>Prerequisites</b>                | Relevant degree and/or substantial managerial experience; portfolio route for senior practitioners; leadership-challenge statement and pre-course diagnostic (Chapter 8). |
| <b>Delivery</b>                     | Five-day intensive (continuous block or modular 2 + 2 + 1), in person at the Mogadishu campus or client premises; in-house cohort option.                                 |
| <b>Language</b>                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                                                                                 |
| <b>Syllabus status</b>              | Documented: Executive Leadership, Governance and Strategic Management Prospectus (Course 2); not yet through the Academic Board approval stages.                          |
| <b>Source references</b>            | Catalogue RA-CGV-102; Prospectus Course 2                                                                                                                                 |
| <b>Course owner and review date</b> | To be named; next review per Chapter 9 (open item, Annex E).                                                                                                              |

### Rationale

As Somalia's private sector, financial institutions, family enterprises, charities and state-owned enterprises expand in scale, complexity and public significance, corporate governance becomes a strategic requirement rather than a narrow compliance formality. Effective governance clarifies authority, protects stakeholders, strengthens risk oversight, improves disclosure, supports access to finance and enhances institutional credibility. It also enables organisations to balance entrepreneurial growth with accountability, sustainability and responsible stewardship. This course introduces participants to the global corporate governance canon and examines how principles such as accountability, transparency, fairness, responsible stewardship, board effectiveness and sustainability can be applied in institutions operating within emerging markets, concentrated ownership structures, evolving regulatory systems and fragile economic environments.

### Course aim

The course aims to build participants' capacity to design, assess and strengthen corporate governance systems that promote institutional trust, strategic oversight, risk management, ethical conduct, sustainability, investor confidence and long-term organisational performance. Particular attention is given to the practical translation of governance codes into board processes, decision rights, reporting systems, internal controls and accountability mechanisms. By the end of the course, participants are expected to understand corporate governance as a value creating system that links leadership, oversight, compliance, transparency and organisational resilience.

Catalogue statement of aim (RIYAADA-CAT-2026-001): Design and strengthen governance systems that promote institutional trust, strategic oversight, risk management and long-term organisational performance.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Apply the G20/OECD Principles of Corporate Governance to a real institution.
- LO2** Evaluate governance practice against King IV's ethical leadership and governance outcomes.



- LO3** Design core governance structures, including board and committee arrangements and chair/CEO role clarity.
- LO4** Develop a governance, risk, disclosure and sustainability improvement framework.

### Module structure

| Day   | Theme                             | Core content                                                                                                                                          |
|-------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | Foundations                       | Purpose and value of corporate governance; Cadbury and comply or explain; agency and stakeholder theories; corporate failures and lessons.            |
| Day 2 | Global Principles                 | Shareholder rights; equitable treatment; institutional investors; disclosure and transparency; board responsibilities; sustainability and resilience. |
| Day 3 | King IV and Integrated Governance | Ethical and effective leadership; the governing body; ethical culture, good performance, effective control and legitimacy; integrated reporting.      |
| Day 4 | Risk, Audit, Compliance and ESG   | Risk governance; audit committees; internal control; compliance; ESG and climate-related disclosure; governance of state-owned enterprises.           |
| Day 5 | Institutional Application         | Governance assessment of a company or SOE; priority gaps; remediation roadmap; capstone presentation.                                                 |

### Methodology

The course uses corporate case studies, board decision simulations, governance code gap analysis, executive coaching and an applied company assessment. Participants analyse governance challenges from private companies, financial institutions, family-owned enterprises, charities and state-owned enterprises. The learning process emphasises practical diagnosis, comparative benchmarking and the development of implementable governance improvements that strengthen board effectiveness, risk oversight, disclosure quality and stakeholder confidence.

### Assessment scheme

| Instrument                    | Weight      | Evidence and standard |
|-------------------------------|-------------|-----------------------|
| Company governance assessment | 50%         |                       |
| Technical examination         | 25%         |                       |
| Participation                 | 25%         |                       |
| <b>Total</b>                  | <b>100%</b> |                       |

The assessment design requires participants to demonstrate an ability to interpret governance standards, identify institutional gaps, evaluate board and committee arrangements, and recommend proportionate improvements in risk, disclosure, accountability and sustainability practices.

Award gates, classification, feedback, reassessment and appeals follow Chapter 7. Attendance of at least 80% is required.

### Applied outputs

- Governance code gap analysis
- Board and committee map
- Risk and disclosure improvement plan
- Governance remediation roadmap

### Readings and tools

- G20/OECD Principles of Corporate Governance



- King IV
- Cadbury Report
- OECD Guidelines on Corporate Governance of State-Owned Enterprises
- Tricker, Corporate Governance: Principles, Policies and Practices

The course owner specifies editions and authorised extracts in the controlled reading list before delivery; supplementary readings are refreshed annually.

### Framework integration

Lead framework: **DIRECTOR**. Primary tier: **Tier 01**. Priority competencies (Prospectus Appendix A): Integrity and Accountability; Strategic Thinking; Decision Making.

Source-documented emphasis (first-edition wording): DIRECTOR: Oversee Accountability and Track Performance. LEADERSHIP: Ethical and Respectful. Competencies: Integrity and Accountability, Strategic Thinking, Decision-Making. The element names in this line follow the first-edition wording; the course owner re-maps them to the controlled definitions of Chapter 3 before delivery (Annex F).

### Source and harmonisation note

Award wording in the source: "RIYAADA Certificate in Corporate Governance", corrected to "RIYAADA Professional Certificate in Corporate Governance" (Chapter 5). Catalogue: 6 days, 6 RCP. Prospectus: 5-day intensive of approximately 35 contact hours. Unified: 5 days, 35 contact hours, 70 notional hours, 7 RCP (Decision D3: the documented Prospectus delivery standard replaces the Catalogue value; contact hours and credit are consistent with the Catalogue formula of ten notional hours per RCP).



## RA-BGD-103 · Board Governance & Director Development

|                                     |                                                                                                                                                                           |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-BGD-103                                                                                                                                                                |
| <b>Family and level</b>             | Executive Course · RL2 Professional Certificate                                                                                                                           |
| <b>School</b>                       | S1 · School of Governance & Public Leadership                                                                                                                             |
| <b>Primary tier</b>                 | Tier 01 (top management); lead framework DIRECTOR; priority competencies: Decision Making and Critical Thinking; Integrity and Accountability; Strategic Thinking         |
| <b>Credit and hours</b>             | 7 RCP · 70 notional hours · 35 contact hours · 5 days                                                                                                                     |
| <b>Award</b>                        | RIYAADA Professional Certificate in Board Governance & Director Development                                                                                               |
| <b>Target participants</b>          | Tier 01 exclusively: board chairs, non-executive and executive directors, trustees, company secretaries and aspiring directors.                                           |
| <b>Prerequisites</b>                | Relevant degree and/or substantial managerial experience; portfolio route for senior practitioners; leadership-challenge statement and pre-course diagnostic (Chapter 8). |
| <b>Delivery</b>                     | Five-day intensive (continuous block or modular 2 + 2 + 1), in person at the Mogadishu campus or client premises; in-house cohort option.                                 |
| <b>Language</b>                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                                                                                 |
| <b>Syllabus status</b>              | Documented: Executive Leadership, Governance and Strategic Management Prospectus (Course 3); not yet through the Academic Board approval stages.                          |
| <b>Source references</b>            | Catalogue RA-BGD-103; Prospectus Course 3                                                                                                                                 |
| <b>Course owner and review date</b> | To be named; next review per Chapter 9 (open item, Annex E).                                                                                                              |

### Rationale

Boards represent the apex of institutional stewardship. Their effectiveness determines whether organisations are properly directed, ethically governed, strategically aligned and held accountable for performance. This course develops the knowledge, judgement, behavioural discipline and fiduciary awareness required of directors in public, private, non-profit and state-owned institutional settings. It pays particular attention to the distinction between governance and management, the chair's role in shaping board culture, the importance of constructive challenge, and the need for board evaluation as a continuous improvement mechanism rather than a ceremonial exercise. Participants are encouraged to view board service as a professional responsibility requiring preparation, independence of thought, ethical courage, strategic literacy and a long-term commitment to institutional value creation.

### Course aim

The course aims to professionalise board leadership and director practice so that boards can discharge fiduciary duties, govern risk and strategy, evaluate their own effectiveness, support executive accountability and add measurable strategic value to the institutions they oversee. It develops directors who understand both the formal responsibilities of board membership and the behavioural expectations of effective boardroom practice, including preparation, independence, constructive challenge, collective decision-making and ethical stewardship.

Catalogue statement of aim (RIYAADA-CAT-2026-001): Professionalise board leadership and director practice so boards can discharge fiduciary duties, govern risk and strategy and evaluate their own effectiveness.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Discharge directors' fiduciary duties and distinguish board direction from executive management.
- LO2** Apply the IoD director dimensions of knowledge, skills and mindset.
- LO3** Design and conduct board, committee and individual director evaluations.

**LO4** Develop board composition, succession, induction and continuing development plans.**Module structure**

| Day   | Theme                            | Core content                                                                                                                                       |
|-------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | The Board's Role                 | Direction versus management; fiduciary duties; board and executive boundaries; board structures, committees and delegations.                       |
| Day 2 | The Effective Director           | Director competence across knowledge, skills and mindset; induction; continuing professional development; information rights and responsibilities. |
| Day 3 | Board Dynamics and Decisions     | Chair leadership; boardroom behaviour; independence; constructive challenge; conflict, power and collective decision-making.                       |
| Day 4 | Board Evaluation and Performance | Board, committee and individual evaluations; self-assessment and peer review; succession, diversity and development.                               |
| Day 5 | Strategy and Oversight           | Board oversight of strategy, risk, culture, stakeholders and performance; full mock board meeting and capstone.                                    |

**Methodology**

The learning methodology combines a live board simulation, director role plays, a board evaluation clinic, executive coaching and structured peer exchange. Participants practise interpreting board papers, asking strategic questions, managing boardroom disagreement, assessing board performance and designing improvement actions. The methodology is intentionally experiential so that participants can move beyond awareness of governance principles toward disciplined director behaviour and improved board practice.

**Assessment scheme**

| Instrument                                   | Weight      | Evidence and standard |
|----------------------------------------------|-------------|-----------------------|
| Board evaluation design and development plan | 50%         |                       |
| Board simulation                             | 30%         |                       |
| Reflective portfolio                         | 20%         |                       |
| <b>Total</b>                                 | <b>100%</b> |                       |

Certification requires evidence that the participant can distinguish governance from management, apply director competencies, contribute constructively to board deliberation, and design credible mechanisms for board, committee and individual director improvement.

Award gates, classification, feedback, reassessment and appeals follow Chapter 7. Attendance of at least 80% is required.

**Applied outputs**

- Board charter review
- Director competency self-assessment
- Board evaluation tool
- Board development and succession plan

**Readings and tools**

- IoD Director Competency Framework
- King IV board principles
- Cadbury board composition guidance
- recognised board evaluation methodologies



The course owner specifies editions and authorised extracts in the controlled reading list before delivery; supplementary readings are refreshed annually.

### Framework integration

Lead framework: **DIRECTOR**. Primary tier: **Tier 01**. Priority competencies (Prospectus Appendix A): Decision Making and Critical Thinking; Integrity and Accountability; Strategic Thinking.

Source-documented emphasis (first-edition wording): Flagship DIRECTOR course, covering all eight elements. LEADERSHIP: Humility, Listening and Ethical. Competencies: Decision-Making and Critical Thinking, Integrity and Accountability, Strategic Thinking. The element names in this line follow the first-edition wording; the course owner re-maps them to the controlled definitions of Chapter 3 before delivery (Annex F).

### Source and harmonisation note

Award wording in the source: “RIYAADA Certificate in Board Governance & Director Development”, corrected to “RIYAADA Professional Certificate in Board Governance & Director Development” (Chapter 5). Catalogue: 5 days, 5 RCP. Prospectus: 5-day intensive of approximately 35 contact hours. Unified: 5 days, 35 contact hours, 70 notional hours, 7 RCP (Decision D3: the documented Prospectus delivery standard replaces the Catalogue value; contact hours and credit are consistent with the Catalogue formula of ten notional hours per RCP).



## RA-EIA-104 · Ethics, Integrity & Accountability

|                                     |                                                                                                                                                                           |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EIA-104                                                                                                                                                                |
| <b>Family and level</b>             | Executive Course · RL2 Professional Certificate                                                                                                                           |
| <b>School</b>                       | S1 · School of Governance & Public Leadership                                                                                                                             |
| <b>Primary tier</b>                 | Tier 01 and Tier 02; lead framework Leadership; priority competencies: Integrity and Accountability; Decision Making; Communication                                       |
| <b>Credit and hours</b>             | 7 RCP · 70 notional hours · 35 contact hours · 5 days                                                                                                                     |
| <b>Award</b>                        | RIYAADA Professional Certificate in Ethics, Integrity & Accountability                                                                                                    |
| <b>Target participants</b>          | All tiers, with tailored pathways for tone at the top, integrity systems and ethical daily conduct; especially relevant to audit, compliance and integrity officers.      |
| <b>Prerequisites</b>                | Relevant degree and/or substantial managerial experience; portfolio route for senior practitioners; leadership-challenge statement and pre-course diagnostic (Chapter 8). |
| <b>Delivery</b>                     | Five-day intensive (continuous block or modular 2 + 2 + 1), in person at the Mogadishu campus or client premises; in-house cohort option.                                 |
| <b>Language</b>                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                                                                                 |
| <b>Syllabus status</b>              | Documented: Executive Leadership, Governance and Strategic Management Prospectus (Course 5); not yet through the Academic Board approval stages.                          |
| <b>Source references</b>            | Catalogue RA-EIA-104; Prospectus Course 5                                                                                                                                 |
| <b>Course owner and review date</b> | To be named; next review per Chapter 9 (open item, Annex E).                                                                                                              |

### Rationale

Ethical leadership and credible integrity systems are central to public legitimacy, corporate trust, donor confidence and institutional sustainability. In contexts where corruption risks, weak controls, discretionary authority and informal power networks can undermine performance, integrity must be understood as an organisational capability rather than an individual virtue alone. Leaders are responsible not only for personal ethical conduct, but also for creating systems that make ethical behaviour expected, supported and enforceable. This course therefore moves from personal ethical reasoning to institutional integrity architecture, examining how values, incentives, controls, transparency mechanisms, leadership behaviour and accountability systems interact to prevent abuse of authority, protect public resources and strengthen public value. Participants explore international anti-corruption standards while adapting them to Somali and fragile institution realities, where credibility, trust and accountability are essential conditions for reform.

### Course aim

The course aims to build participants' capacity to reason ethically, recognise integrity risks, design organisational integrity systems and strengthen accountability mechanisms grounded in international anti-corruption standards and practical institutional controls. It develops leaders who can translate values into policies, procedures, reporting mechanisms, oversight arrangements and everyday managerial behaviour. Particular emphasis is placed on conflict of interest management, whistle blower protection, transparency, internal control, audit, procurement integrity and the leadership responsibility to establish a visible tone of integrity at every level of the organisation.

Catalogue statement of aim (RIYAADA-CAT-2026-001): Move participants from personal ethical reasoning to institutional integrity architecture – controls, disclosure, protection and enforcement.



## Learning outcomes

On successful completion, participants will be able to:

- LO1** Apply a structured ethical decision framework to real dilemmas.
- LO2** Explain and operationalise the principal obligations of the UN Convention against Corruption.
- LO3** Design an integrity management system using system, culture and accountability pillars.
- LO4** Develop conflict of interest, whistle blowing, transparency and accountability mechanisms.

## Module structure

| Day   | Theme                           | Core content                                                                                                                                                      |
|-------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | Ethical Foundations             | Ethics, values and integrity; ethical reasoning; tone at the top; the RIYAADA LEADERSHIP philosophy as an ethical operating system.                               |
| Day 2 | Corruption and UNCAC            | Forms and drivers of corruption; prevention; criminalisation and law enforcement; international cooperation; asset recovery; Somalia's anti-corruption landscape. |
| Day 3 | Integrity Management Systems    | Integrity system, culture and accountability; codes of conduct; conflicts of interest; asset declarations; procurement integrity.                                 |
| Day 4 | Accountability and Transparency | Internal control; risk, audit and oversight; whistle blower mechanisms; access to information; citizen and social accountability.                                 |
| Day 5 | Building an Integrity Programme | Integrity strategy; roles and responsibilities; indicators and reporting; implementation roadmap; capstone.                                                       |

## Methodology

Learning is delivered through ethical dilemma clinics, corruption risk scenarios, integrity system design workshops, peer exchange and executive coaching. Participants analyse realistic cases involving conflicts of interest, misuse of authority, procurement vulnerabilities, weak reporting systems and accountability failures. They then translate these cases into institutional controls, codes of conduct, disclosure processes, whistle blower mechanisms and integrity monitoring arrangements. The methodology emphasises judgement, practical system design and behavioural consistency so that ethical principles become operational governance practices rather than abstract commitments.

## Assessment scheme

| Instrument                                | Weight      | Evidence and standard |
|-------------------------------------------|-------------|-----------------------|
| Organisational integrity programme design | 50%         |                       |
| Ethical dilemma analysis                  | 30%         |                       |
| Participation                             | 20%         |                       |
| <b>Total</b>                              | <b>100%</b> |                       |

Participants must demonstrate the ability to identify integrity risks, apply ethical decision-making frameworks, interpret relevant anti-corruption obligations, design proportionate controls and communicate accountability responsibilities clearly. Certification requires evidence that the participant can move beyond ethical awareness toward the design of practical integrity systems that support transparency, accountability and institutional trust.

Award gates, classification, feedback, reassessment and appeals follow Chapter 7. Attendance of at least 80% is required.

## Applied outputs

- Ethical decision analysis
- Integrity risk map



- Code and conflict of interest controls
- Organisational integrity programme

### Readings and tools

- UN Convention against Corruption
- OECD Recommendation on Public Integrity and Public Integrity Handbook
- OECD Public Integrity Indicators
- Transparency International analyses
- Nolan Principles

The course owner specifies editions and authorised extracts in the controlled reading list before delivery; supplementary readings are refreshed annually.

### Framework integration

Lead framework: **LEADERSHIP**. Primary tier: **All tiers**. Priority competencies (Prospectus Appendix A): Integrity and Accountability; Decision Making; Communication.

Source-documented emphasis (first-edition wording): Flagship LEADERSHIP philosophy course: Ethical, Respectful, Service and Humility; LEADER: Accountable. Competencies: Integrity and Accountability, Decision-Making, Communication. The element names in this line follow the first-edition wording; the course owner re-maps them to the controlled definitions of Chapter 3 before delivery (Annex F).

### Source and harmonisation note

Award wording in the source: “RIYAADA Certificate in Ethics, Integrity & Accountability”, corrected to “RIYAADA Professional Certificate in Ethics, Integrity & Accountability” (Chapter 5). Catalogue: 5 days, 5 RCP. Prospectus: 5-day intensive of approximately 35 contact hours. Unified: 5 days, 35 contact hours, 70 notional hours, 7 RCP (Decision D3: the documented Prospectus delivery standard replaces the Catalogue value; contact hours and credit are consistent with the Catalogue formula of ten notional hours per RCP).



## RA-PPA-105 · Public Policy Analysis & Development

|                                     |                                                                                                                                                                           |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-PPA-105                                                                                                                                                                |
| <b>Family and level</b>             | Executive Course · RL2 Professional Certificate                                                                                                                           |
| <b>School</b>                       | S1 · School of Governance & Public Leadership                                                                                                                             |
| <b>Primary tier</b>                 | Tier 01 and Tier 02; lead framework Manager; priority competencies: Decision Making and Critical Thinking; Strategic Thinking; Communication                              |
| <b>Credit and hours</b>             | 7 RCP · 70 notional hours · 35 contact hours · 5 days                                                                                                                     |
| <b>Award</b>                        | RIYAADA Professional Certificate in Public Policy Analysis & Development                                                                                                  |
| <b>Target participants</b>          | Primarily Tier 02 policy directors, advisers, analysts and programme managers; Tier 01 leaders who commission or approve policy.                                          |
| <b>Prerequisites</b>                | Relevant degree and/or substantial managerial experience; portfolio route for senior practitioners; leadership-challenge statement and pre-course diagnostic (Chapter 8). |
| <b>Delivery</b>                     | Five-day intensive (continuous block or modular 2 + 2 + 1), in person at the Mogadishu campus or client premises; in-house cohort option.                                 |
| <b>Language</b>                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                                                                                 |
| <b>Syllabus status</b>              | Documented: Executive Leadership, Governance and Strategic Management Prospectus (Course 6); not yet through the Academic Board approval stages.                          |
| <b>Source references</b>            | Catalogue RA-PPA-105; Prospectus Course 6                                                                                                                                 |
| <b>Course owner and review date</b> | To be named; next review per Chapter 9 (open item, Annex E).                                                                                                              |

### Rationale

Good governance depends on leaders and policy professionals who can define public problems accurately, assemble credible evidence, assess options, weigh trade offs and communicate feasible recommendations to decision makers. In fragile and resource constrained environments, policy work is often complicated by limited data, urgent political pressures, donor influence, implementation constraints and competing stakeholder expectations. Sound policy analysis therefore requires both technical rigour and political administrative judgement. This course uses Bardach's Eightfold Path and the policy cycle as its core analytical discipline, enabling participants to move systematically from problem definition to evidence gathering, option development, criteria selection, outcome projection, trade off analysis and persuasive policy communication. The course emphasises decision-ready policy work that is realistic, evidence-informed, context-sensitive and implementation aware.

### Course aim

The course aims to develop rigorous, practical and evidence-informed policy analysis and communication skills that enable participants to produce decision-ready recommendations. It strengthens the capacity to frame policy problems, identify relevant evidence, construct feasible alternatives, apply criteria, assess costs and benefits, anticipate implementation barriers and communicate recommendations in concise and persuasive formats. The course also prepares participants to understand policy as a cycle of agenda-setting, formulation, adoption, implementation, monitoring and evaluation rather than as a one time technical document.

Catalogue statement of aim (RIYAADA-CAT-2026-001): Produce decision-ready policy advice that is analytically sound, politically feasible and implementation-aware.

### Learning outcomes

On successful completion, participants will be able to:

**LO1** Execute Bardach's Eightfold Path from problem definition to persuasive policy story.



- LO2** Locate policy work within agenda-setting, formulation, adoption, implementation and evaluation.
- LO3** Apply evidence, criteria, cost and feasibility analysis.
- LO4** Produce a concise, decision-ready policy memorandum.

### Module structure

| Day   | Theme                            | Core content                                                                                                                                     |
|-------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | Policy and the Policy Cycle      | Policy concepts; stages heuristic; institutions, actors, interests and power; policy in fragile and federal settings.                            |
| Day 2 | Eightfold Path I                 | Define the problem; assemble evidence; construct alternatives; problem framing and evidence plans.                                               |
| Day 3 | Eightfold Path II                | Select criteria; project outcomes; confront trade offs; decide; tell the story.                                                                  |
| Day 4 | Evidence and Analysis            | Evidence-informed policymaking; data quality; cost-effectiveness; break even and sensitivity analysis; political and administrative feasibility. |
| Day 5 | Communication and Implementation | Policy memo; briefing decision makers; implementation design; monitoring, evaluation and learning; capstone brief.                               |

### Methodology

The learning methodology follows a live policy problem that participants carry through all stages of analysis. Policy writing laboratories, evidence assessment exercises, stakeholder role plays, peer critique and coaching are used to develop practical analytical discipline. Participants practise framing problems, developing alternatives, selecting decision criteria, projecting likely outcomes, confronting trade offs and preparing policy memoranda for senior decision makers. The methodology is intentionally iterative so that participants receive feedback at each stage and improve the clarity, feasibility and persuasiveness of their final policy advice.

### Assessment scheme

| Instrument                              | Weight      | Evidence and standard |
|-----------------------------------------|-------------|-----------------------|
| Policy analysis and decision memorandum | 60%         |                       |
| Analytical exercises                    | 20%         |                       |
| Participation                           | 20%         |                       |
| <b>Total</b>                            | <b>100%</b> |                       |

Participants must demonstrate competence in defining a policy problem, assembling relevant evidence, constructing alternatives, applying decision criteria, analysing trade offs and presenting a concise recommendation. Certification requires evidence that the participant can produce policy advice that is analytically sound, politically and administratively feasible, clearly written and suitable for use by senior decision makers.

Award gates, classification, feedback, reassessment and appeals follow Chapter 7. Attendance of at least 80% is required.

### Applied outputs

- Problem statement and evidence plan
- Policy alternatives matrix
- Criteria and trade off analysis
- Decision-ready policy memorandum



## Readings and tools

- Bardach and Patashnik, A Practical Guide for Policy Analysis
- policy cycle literature
- OECD evidence-informed policymaking resources
- UNDP capacity development tools

The course owner specifies editions and authorised extracts in the controlled reading list before delivery; supplementary readings are refreshed annually.

## Framework integration

Lead framework: **MANAGER**. Primary tier: **Tier 02**. Priority competencies (Prospectus Appendix A): Decision Making and Critical Thinking; Strategic Thinking; Communication.

Source-documented emphasis (first-edition wording): **MANAGER**: Administer and Align; **DIRECTOR**: Define Direction. **LEADERSHIP**: Listening and Innovative. Competencies: Decision-Making and Critical Thinking, Strategic Thinking, Communication. The element names in this line follow the first-edition wording; the course owner re-maps them to the controlled definitions of Chapter 3 before delivery (Annex F).

## Source and harmonisation note

Award wording in the source: “RIYAADA Certificate in Public Policy Analysis & Development”, corrected to “RIYAADA Professional Certificate in Public Policy Analysis & Development” (Chapter 5). Catalogue: 7 days, 7 RCP. Prospectus: 5-day intensive of approximately 35 contact hours. Unified: 5 days, 35 contact hours, 70 notional hours, 7 RCP (Decision D3: the documented Prospectus delivery standard replaces the Catalogue value; contact hours and credit are consistent with the Catalogue formula of ten notional hours per RCP).

**RA-GAR-106 · Government Administration & Public Sector Reform**

|                                     |                                                                                                                                                                           |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-GAR-106                                                                                                                                                                |
| <b>Family and level</b>             | Executive Course · RL2 Professional Certificate                                                                                                                           |
| <b>School</b>                       | S1 · School of Governance & Public Leadership                                                                                                                             |
| <b>Primary tier</b>                 | Tier 01 and Tier 02; lead framework Manager; priority competencies: Strategic Thinking; Developing People; Adaptability                                                   |
| <b>Credit and hours</b>             | 7 RCP · 70 notional hours · 35 contact hours · 5 days                                                                                                                     |
| <b>Award</b>                        | RIYAADA Professional Certificate in Government Administration & Public Sector Reform                                                                                      |
| <b>Target participants</b>          | Tier 01 reform sponsors and Tier 02 reform managers, civil service commissioners, HR leaders and public administration professionals.                                     |
| <b>Prerequisites</b>                | Relevant degree and/or substantial managerial experience; portfolio route for senior practitioners; leadership-challenge statement and pre-course diagnostic (Chapter 8). |
| <b>Delivery</b>                     | Five-day intensive (continuous block or modular 2 + 2 + 1), in person at the Mogadishu campus or client premises; in-house cohort option.                                 |
| <b>Language</b>                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                                                                                 |
| <b>Syllabus status</b>              | Documented: Executive Leadership, Governance and Strategic Management Prospectus (Course 7); not yet through the Academic Board approval stages.                          |
| <b>Source references</b>            | Catalogue RA-GAR-106; Prospectus Course 7                                                                                                                                 |
| <b>Course owner and review date</b> | To be named; next review per Chapter 9 (open item, Annex E).                                                                                                              |

**Rationale**

Effective states require capable, professional and responsive administrations that can convert political mandates into lawful, efficient and citizen-centred public services. In Somalia and other fragile state contexts, public sector reform is particularly complex because institutions often operate under conditions of limited administrative capacity, fragmented authority, fiscal constraint, donor dependency, uneven service coverage and contested public trust. Reform therefore requires more than technical redesign; it requires a careful understanding of administrative traditions, civil service incentives, public financial management, decentralisation, federal coordination, digital transformation and the political economy of implementation. This course examines the evolution of public administration paradigms from Weberian bureaucracy and New Public Management to post-NPM, whole of government and New Public Governance approaches and enables participants to select reform models that are appropriate to institutional capacity, national priorities and public value. Particular attention is given to Somalia's NTP I reform agenda, civil service professionalisation, merit-based human resource systems, service delivery improvement, e-government and sustainable reform sequencing.

**Course aim**

The course aims to enable public leaders and reform managers to analyse administrative systems, select context appropriate reform approaches, professionalise civil service institutions, improve service delivery and sequence reforms in ways that are technically sound, politically feasible and institutionally sustainable. It develops the capacity to connect administrative design with public value by aligning human resources, finance, digital systems, accountability mechanisms, intergovernmental coordination and citizen needs.

Catalogue statement of aim (RIYAADA-CAT-2026-001): Analyse administrative systems, select context-appropriate reform models and sequence reform that is technically sound and institutionally sustainable.



## Learning outcomes

On successful completion, participants will be able to:

- LO1** Compare Old Public Administration, New Public Management and post-NPM/New Public Governance and select context appropriate approaches.
- LO2** Design merit-based civil service and human resource reforms.
- LO3** Develop citizen-centred service delivery and e-government improvements.
- LO4** Produce a sequenced reform roadmap aligned to NTP I and PFM reform.

## Module structure

| Day   | Theme                                   | Core content                                                                                                                              |
|-------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | Foundations and Paradigms               | Weberian administration; New Public Management; whole of government, post-NPM and digital era governance; best fit versus best practice.  |
| Day 2 | Civil Service Reform                    | Merit recruitment; workforce planning; professionalisation; pay and grading; performance management; civil service learning institutions. |
| Day 3 | Service Delivery and PFM                | Citizen-centred services; hybrid and third-party delivery; public financial management; decentralisation and federal coordination.        |
| Day 4 | E-Government and Digital Transformation | Digital public administration; one-stop services; national identity and interoperability; data governance; cybersecurity and inclusion.   |
| Day 5 | Leading Reform                          | Political economy; sequencing; capacity development; stakeholder coalitions; reform roadmap and capstone.                                 |

## Methodology

The learning methodology combines comparative African and Somali case studies, administrative system diagnostics, civil service reform design workshops, service delivery mapping, peer exchange, executive coaching and an applied reform project. Participants examine the strengths and limitations of different administrative models and then apply them to real ministries, agencies, local authorities or public institutions. The methodology emphasises practical reform design, stakeholder analysis, institutional sequencing and the development of reform roadmaps that are realistic within fragile and resource constrained environments.

## Assessment scheme

| Instrument                          | Weight      | Evidence and standard |
|-------------------------------------|-------------|-----------------------|
| Public-sector reform roadmap        | 60%         |                       |
| Comparative administrative analysis | 20%         |                       |
| Participation                       | 20%         |                       |
| <b>Total</b>                        | <b>100%</b> |                       |

Participants must demonstrate the ability to compare administrative paradigms, diagnose institutional constraints, design merit-based civil service and service delivery improvements, and sequence reforms in alignment with NTP I priorities and public financial management requirements. Certification requires evidence that the participant can produce a reform pathway that is administratively credible, politically informed, resource conscious and capable of supporting improved public service performance.

Award gates, classification, feedback, reassessment and appeals follow Chapter 7. Attendance of at least 80% is required.

## Applied outputs

- Administrative model assessment
- Civil service reform design
- Service delivery improvement plan



- Sequenced public sector reform roadmap

### Readings and tools

- UNDP public administration and New Public Service resources
- NPM and post-NPM literature
- World Bank Somalia governance and public sector operations
- NTP I public sector reform priorities

The course owner specifies editions and authorised extracts in the controlled reading list before delivery; supplementary readings are refreshed annually.

### Framework integration

Lead framework: **MANAGER**. Primary tier: **Tier 02**. Priority competencies (Prospectus Appendix A): Strategic Thinking; Developing People; Adaptability.

Source-documented emphasis (first-edition wording): MANAGER: Administer, Align and Guide; DIRECTOR for reform sponsors. LEADERSHIP: Service, Adaptive and Perseverance. Competencies: Strategic Thinking, Developing People, Adaptability. The element names in this line follow the first-edition wording; the course owner re-maps them to the controlled definitions of Chapter 3 before delivery (Annex F).

### Source and harmonisation note

Award wording in the source: “RIYAADA Certificate in Government Administration & Public Sector Reform”, corrected to “RIYAADA Professional Certificate in Government Administration & Public Sector Reform” (Chapter 5). Catalogue: 7 days, 7 RCP. Prospectus: 5-day intensive of approximately 35 contact hours. Unified: 5 days, 35 contact hours, 70 notional hours, 7 RCP (Decision D3: the documented Prospectus delivery standard replaces the Catalogue value; contact hours and credit are consistent with the Catalogue formula of ten notional hours per RCP).



## 15 School S2 · Health Systems, Policy and Financing

School S2 develops the systems needed for accountable health service delivery. Learners work on hospital governance, financing, purchasing, quality, workforce planning and information governance. Teaching must distinguish current national requirements from proposed reforms and comparative examples.

Table 56 · School of Health Systems, Policy & Financing: Executive Courses

| Code        | Course                                           | Tier                | Days | Contact h | RCP | Syllabus    | Page |
|-------------|--------------------------------------------------|---------------------|------|-----------|-----|-------------|------|
| RA-HLMG-201 | Hospital Leadership, Management & Governance     | Tier 01 and Tier 02 | 6    | 48        | 9   | Approved    | 71   |
| RA-HFN-202  | Health Financing & Social Health Insurance       | Tier 01 and Tier 02 | 5    | 35        | 7   | Approved    | 74   |
| RA-UHC-203  | Universal Health Coverage & Strategic Purchasing | Tier 01 and Tier 02 | 7    | 35        | 7   | Course card | 76   |
| RA-QPS-204  | Quality Improvement & Patient Safety             | Tier 02 and Tier 03 | 6    | 30        | 6   | Course card | 77   |
| RA-HRH-205  | Health Workforce Planning & Management           | Tier 02 and Tier 03 | 6    | 30        | 6   | Course card | 78   |
| RA-DHG-206  | Digital Health & Health Information Governance   | Tier 01 and Tier 02 | 6    | 30        | 6   | Course card | 79   |
| Total       |                                                  |                     | 36   |           | 41  |             |      |

**RA-HLMG-201 · Hospital Leadership, Management & Governance**

|                                     |                                                                                                                                                                                                                                                                                      |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-HLMG-201                                                                                                                                                                                                                                                                          |
| <b>Family and level</b>             | Executive Course · RL2 Professional Certificate                                                                                                                                                                                                                                      |
| <b>School</b>                       | S2 · School of Health Systems, Policy & Financing                                                                                                                                                                                                                                    |
| <b>Primary tier</b>                 | Tier 01 and Tier 02                                                                                                                                                                                                                                                                  |
| <b>Credit and hours</b>             | 9 RCP · 90 notional hours · 48 contact hours · 6 days                                                                                                                                                                                                                                |
| <b>Award</b>                        | RIYAADA Professional Certificate in Hospital Leadership, Management & Governance                                                                                                                                                                                                     |
| <b>Target participants</b>          | Hospital governing-board members; directors and deputies; medical directors and clinical heads; matrons and senior nursing officers; administrators; quality, IPC and patient-safety officers; finance, HR, pharmacy, stores and records officers; regional health management teams. |
| <b>Prerequisites</b>                | Admission evidence as in Chapter 8.                                                                                                                                                                                                                                                  |
| <b>Cohort and delivery</b>          | Optimal 20–30 participants; delivered as a six-day intensive or a six-week modular course.                                                                                                                                                                                           |
| <b>Language</b>                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                                                                                                                                                                                            |
| <b>Syllabus status</b>              | Approved: Curricula compendium (RIYAADA-CUR-2026-002 v1.1), reproduced with unified credit and award wording.                                                                                                                                                                        |
| <b>Source references</b>            | Catalogue RA-HLMG-201; Curricula v1.1 §3.2; Hospital package RA HLMG 2026                                                                                                                                                                                                            |
| <b>Course owner and review date</b> | To be named; next review per Chapter 9 (open item, Annex E).                                                                                                                                                                                                                         |

**Rationale**

Hospitals are among the most complex and visible institutions in any health system. In fragile and post-conflict settings they anchor public trust, absorb emergencies, train the health workforce and consume a large share of health expenditure. Yet performance is often constrained by weaknesses in leadership, governance and management systems: unclear accountability, undocumented procedures, unmanaged risk, fragile supply chains and the absence of routine measurement. The consolidation of national standards, the professionalisation of hospital administration and the establishment of the National Social Health Insurance Authority mean that hospitals will increasingly be contracted, inspected, measured and paid on the basis of documented systems, verified quality and credible data. This course equips boards, executives and managers with an integrated operating system for governance and accountability; administrative discipline; workforce management; quality, safety and clinical audit; infection prevention and waste management; and financial, supply-chain and performance stewardship.

**Course aim**

To build the leadership, management and governance competencies required to run a safe, accountable, efficient and patient-centred hospital in the Somali context, and to leave behind functioning institutional systems that outlast the training itself.

**Learning outcomes**

On successful completion, participants will be able to:

- LO1** Provide ethical, accountable leadership and operate effective board, committee and executive structures.
- LO2** Establish and control administrative systems that make the hospital auditable.
- LO3** Plan, appraise, develop and motivate the hospital workforce.
- LO4** Lead quality assurance, clinical audit, incident reporting and risk management.



- LO5** Run compliant infection-prevention, environmental-hygiene, sterilisation, waste and occupational-safety programmes.
- LO6** Steward finances, revenue, insurance readiness and supply chains transparently, and lead monthly data-driven performance review.

### Module structure

| Module                  | Focus                                                       | Core content                                                                                                                                                                                                          | Hours       |
|-------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Module 1</b>         | Hospital governance, leadership & accountability            | Foundations of hospital leadership; governance structures and the governing board; board and executive meetings, agendas and calendar management; ethics, code of conduct and accountability frameworks.              | 7.0         |
| <b>Module 2</b>         | Hospital administration & operational systems               | Administrative protocols, policies and SOPs; medical records, documentation and health information; scheduling, time management and front-office administration; facility management, utilities and support services. | 6.5         |
| <b>Module 3</b>         | Human resource management & workforce performance           | HR planning, recruitment and personnel administration; performance management, appraisal and staff KPIs; staff development, motivation and retention; teamwork, communication and conflict management.                | 6.5         |
| <b>Module 4</b>         | Quality assurance, patient safety & clinical governance     | Quality concepts, standards and accreditation; quality-improvement methods and clinical audit; patient safety and clinical risk management; patient-centred care, rights and experience.                              | 7.0         |
| <b>Module 5</b>         | Infection prevention & control, hygiene & health-care waste | The IPC programme and standard precautions; environmental hygiene, housekeeping and sterilisation; health-care waste management; occupational health, safety and emergency preparedness.                              | 6.5         |
| <b>Module 6</b>         | Financial management, supply chain & performance monitoring | Financial planning, budgeting and internal controls; revenue, health insurance and provider-payment readiness; supply chain, procurement and logistics; performance indicators, dashboards and data-driven review.    | 7.5         |
| <b>Core instruction</b> |                                                             |                                                                                                                                                                                                                       | <b>41.0</b> |

The six modules total 41.0 hours of core instruction. With assessments, recaps and the capstone clinic the overall contact time is 48 hours, delivered as a six-day intensive or a six-week modular course. The 24 session plans, the indicative six-day timetable and the 90-day follow-up are in Chapter 25.

### Methodology

Teaching combines concise inputs with audits, simulations, facility observation and drafting clinics. Outputs include an SOP, records and IPC audits, a roster, cleaning and waste arrangements, risk analysis, a budget and a hospital dashboard. Each tool is assessed for purpose, accuracy and usability. A lead and co-facilitator support the cohort, with no more than 15 learners per facilitator during practical work.

Methodology in the first edition of the compendium (July 2026), retained for reference: The programme follows adult-learning principles and combines concise interactive presentation with cases, simulations, audits, facility walk-throughs, drills and drafting clinics. Participants produce real institutional tools during the course: a departmental SOP, a records audit, a duty roster, a facility inspection report, a scored IPC audit, a ward cleaning schedule, a waste audit, a completed root-cause analysis, a risk register, a mini-budget, an insurance readiness gap list, a store audit and a one-page hospital dashboard. A lead facilitator and at least one co-facilitator are deployed per cohort, with a facilitator-to-participant ratio no weaker than 1:15 during practical work.



## Assessment scheme

| Instrument                             | Weight      | Evidence and standard                                                                                                                            |
|----------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Pre-course knowledge test              | —           | Baseline for measuring learning gain; taken before opening on day one.                                                                           |
| Session outputs and practicals         | 40%         | SOPs, audits, registers, plans and dashboards produced to the RIYAADA standard.                                                                  |
| Post-course knowledge test             | 20%         | Knowledge and application assessed against the published rubric. Cohort learning gain is monitored separately from individual award eligibility. |
| Capstone improvement project           | 30%         | One PDSA-based project per hospital team: charter on day four, presentation on the final day, ninety-day progress report with indicator data.    |
| Participation and professional conduct | 10%         | Observed contribution in simulations, drills and plenary review.                                                                                 |
| <b>Total</b>                           | <b>100%</b> |                                                                                                                                                  |

Award gates, classification, feedback, reassessment and appeals follow Chapter 7. Attendance of at least 80% is required.

## Applied outputs

- Departmental SOP
- Scored IPC audit
- Risk register
- Hospital dashboard
- PDSA capstone charter

## Readings and tools

Core reference: WHO (2016), Guidelines on core components of infection prevention and control programmes. Course owners must add current national standards and the approved improvement, waste-management and purchasing materials. The separate Hospital Training Forms and Templates Pack supplies the operational instruments.

Further readings listed in the first edition (July 2026), subject to the course owner's verification of edition and authorised extracts: WHO patient-safety and IPC core-component guidance; national hospital standards and accreditation instruments; the Model for Improvement and PDSA literature; health-care waste management minimum standards; social health insurance empanelment and strategic-purchasing guidance. The companion volume is the RIYAADA Hospital Training Forms & Templates Pack.

## Framework integration

The course owner maps the relevant actions of the controlled LEADER, MANAGER, DIRECTOR and LEADERSHIP definitions (Chapter 3) to the course outcomes.

Source-documented emphasis (first-edition wording): DIRECTOR and MANAGER across six modules; LEADERSHIP as the ethical operating system. Competencies: integrity and accountability, decision-making, developing people. The element names in this line follow the first-edition wording; the course owner re-maps them to the controlled definitions of Chapter 3 before delivery (Annex F).

## Source and harmonisation note

Award wording in the source: "RIYAADA Certificate in Hospital Leadership, Management & Governance", corrected to "RIYAADA Professional Certificate in Hospital Leadership, Management & Governance" (Chapter 5). Catalogue: 6 days, 9 RCP. Curricula compendium v1.1 documents the same duration and credit; no change.



## RA-HFN-202 · Health Financing & Social Health Insurance

|                              |                                                                                                                                                       |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-HFN-202                                                                                                                                            |
| Family and level             | Executive Course · RL2 Professional Certificate                                                                                                       |
| School                       | S2 · School of Health Systems, Policy & Financing                                                                                                     |
| Primary tier                 | Tier 01 and Tier 02                                                                                                                                   |
| Credit and hours             | 7 RCP · 70 notional hours · 35 contact hours · 5 days                                                                                                 |
| Award                        | RIYAADA Professional Certificate in Health Financing & Social Health Insurance                                                                        |
| Target participants          | Health ministry directors, insurance-authority staff, hospital finance leaders, development partners and policy advisers working on financing reform. |
| Prerequisites                | Admission evidence as in Chapter 8.                                                                                                                   |
| Delivery                     | Five-day intensive (continuous block or modular 2 + 2 + 1), in person at the Mogadishu campus or client premises; in-house cohort option.             |
| Language                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                                                             |
| Syllabus status              | Approved: Curricula compendium (RIYAADA-CUR-2026-002 v1.1), reproduced with unified credit and award wording.                                         |
| Source references            | Catalogue RA-HFN-202; Curricula v1.1 §3.3                                                                                                             |
| Course owner and review date | To be named; next review per Chapter 9 (open item, Annex E).                                                                                          |

### Course aim

Equip leaders to analyse revenue raising, pooling and purchasing, and to design financial-protection mechanisms that reduce catastrophic health expenditure.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Analyse a national health-financing system across the functions of revenue raising, pooling and purchasing.
- LO2** Calculate and interpret core financial-protection measures, including catastrophic and impoverishing health expenditure.
- LO3** Compare provider-payment mechanisms and evaluate their incentives, risks and data requirements.
- LO4** Design a costed benefit package option and test it against fiscal space and equity criteria.
- LO5** Produce a domestic resource mobilisation options paper for a named institution.

### Module structure

| Day   | Theme                                     | Core content                                                                                                                                                |
|-------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | Health financing functions                | Revenue raising, pooling and purchasing; sources of finance in mixed and donor-dependent systems; fiscal space analysis.                                    |
| Day 2 | Financial protection and equity           | Out-of-pocket payment; catastrophic and impoverishing expenditure; benefit incidence; measuring and interpreting protection.                                |
| Day 3 | Social health insurance design            | Population coverage and enrolment; contribution and subsidy design; risk pooling; governance of an insurance authority; informality and the missing middle. |
| Day 4 | Strategic purchasing and provider payment | Empanelment; benefit packages and costing; capitation, case-based payment, fee-for-service and blended models; claims, verification and fraud control.      |
| Day 5 | Reform in practice                        | Domestic resource mobilisation; transition from donor financing; sequencing; the options paper and capstone defence.                                        |



## Methodology

Learners use a documented dataset and national case to practise financial-protection calculations, benefit-package costing and provider-payment appraisal. A supervised negotiation simulation tests incentives and judgement. Coaching supports a resource-mobilisation options paper that identifies assumptions, uncertainty and implementation constraints.

Methodology in the first edition of the compendium (July 2026), retained for reference: The course is built around a live financing dataset and a running national case. Participants complete guided calculation laboratories, a benefit-package costing clinic, a provider-payment simulation in which purchaser and provider teams negotiate under asymmetric information, and a policy-writing workshop. Coaching supports each participant in converting analysis into an options paper their own institution could act upon.

## Assessment scheme

| Instrument                                   | Weight      | Evidence and standard                                                                                |
|----------------------------------------------|-------------|------------------------------------------------------------------------------------------------------|
| Domestic resource mobilisation options paper | 50%         | Costed, sequenced and politically-informed options for a named institution, defended before a panel. |
| Analytical laboratory portfolio              | 30%         | Financial-protection calculations, costing worksheet and payment-mechanism appraisal.                |
| Negotiation simulation and participation     | 20%         | Observed conduct, evidence use and judgement under time and information pressure.                    |
| <b>Total</b>                                 | <b>100%</b> |                                                                                                      |

Award gates, classification, feedback, reassessment and appeals follow Chapter 7. Attendance of at least 80% is required.

## Applied outputs

- Financing-flow map
- Benefit-package costing note
- Provider-payment options paper

## Readings and tools

Core reference: WHO (2020), Country assessment guide: The health financing progress matrix. Add current national financing and insurance instruments, with dates and jurisdiction. Verify statistical definitions and legal references before each delivery.

Further readings listed in the first edition (July 2026), subject to the course owner's verification of edition and authorised extracts: WHO health financing progress matrix and strategic purchasing guidance; literature on catastrophic health expenditure measurement; national health financing strategy and insurance legislation; comparative low- and middle-income country insurance experience. Legal and statistical references are verified immediately before each delivery.

## Framework integration

The course owner maps the relevant actions of the controlled LEADER, MANAGER, DIRECTOR and LEADERSHIP definitions (Chapter 3) to the course outcomes.

Source-documented emphasis (first-edition wording): DIRECTOR (Track Performance, Oversee Accountability); MANAGER (Administer, Align). Competencies: strategic thinking, decision-making, integrity and accountability. The element names in this line follow the first-edition wording; the course owner re-maps them to the controlled definitions of Chapter 3 before delivery (Annex F).

## Source and harmonisation note

Award wording in the source: "RIYAADA Certificate in Health Financing & Social Health Insurance", corrected to "RIYAADA Professional Certificate in Health Financing & Social Health Insurance" (Chapter 5). Catalogue: 5 days, 7 RCP. Curricula compendium v1.1 documents the same duration and credit; no change.



## RA-UHC-203 · Universal Health Coverage & Strategic Purchasing

|                              |                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Code                         | RA-UHC-203                                                                                                      |
| Family and level             | Executive Course · RL2 Professional Certificate                                                                 |
| School                       | S2 · School of Health Systems, Policy & Financing                                                               |
| Primary tier                 | Tier 01 and Tier 02                                                                                             |
| Credit and hours             | 7 RCP · 70 notional hours · 35 contact hours (derived) · 7 days                                                 |
| Award                        | RIYAADA Professional Certificate in Universal Health Coverage & Strategic Purchasing                            |
| Target participants          | Primarily Tier 01 and Tier 02 (Catalogue primary tier 01/02).                                                   |
| Language                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                       |
| Syllabus status              | Course card: Programme Catalogue entry only. The full fourteen-field syllabus is still to be written (Annex E). |
| Source references            | Catalogue RA-UHC-203                                                                                            |
| Award pathways               | AC-HFU, PW-DIP (execution option)                                                                               |
| Course owner and review date | To be named (open item, Annex E).                                                                               |

### Course aim

Translate UHC commitments into purchasing arrangements, empanelment standards, contracting and quality-linked payment.

### Applied outputs

- Empanelment readiness assessment
- Purchasing framework
- Contract specimen

### Outcome profile

Dominant outcome level: **Creating**. Principal assessed artefact: **Empanelment and purchasing framework** (Portfolio Outcome Matrix, Curricula compendium v1.1 §4). The matrix is a design map and not evidence of learner achievement.

### Study volume

7 RCP = 70 notional hours; 35 contact hours over 7 days (derived at five contact hours per RCP).

#### Open items

The Catalogue holds no outcomes, module structure, session plans, methodology, assessment scheme, readings or framework map for this course. They must be written to the fourteen-field standard (Chapter 9) and approved before the course is scheduled. Until then the default award gates of Chapter 7 apply and the assessed output named above is the principal instrument. Catalogue: 7 days, 7 RCP. Retained unchanged (Decision D4). Contact hours are derived at five per RCP, which gives a ratio of one contact hour to two notional hours.



## RA-QPS-204 · Quality Improvement & Patient Safety

|                              |                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Code                         | RA-QPS-204                                                                                                      |
| Family and level             | Executive Course · RL2 Professional Certificate                                                                 |
| School                       | S2 · School of Health Systems, Policy & Financing                                                               |
| Primary tier                 | Tier 02 and Tier 03                                                                                             |
| Credit and hours             | 6 RCP · 60 notional hours · 30 contact hours (derived) · 6 days                                                 |
| Award                        | RIYAADA Professional Certificate in Quality Improvement & Patient Safety                                        |
| Target participants          | Primarily Tier 02 and Tier 03 (Catalogue primary tier 02/03).                                                   |
| Language                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                       |
| Syllabus status              | Course card: Programme Catalogue entry only. The full fourteen-field syllabus is still to be written (Annex E). |
| Source references            | Catalogue RA-QPS-204                                                                                            |
| Award pathways               | AC-HSL, PW-DIP (execution option)                                                                               |
| Course owner and review date | To be named (open item, Annex E).                                                                               |

### Course aim

Embed continuous improvement, clinical audit, incident reporting and just-culture safety practice in routine service delivery.

### Applied outputs

- Completed clinical audit cycle
- RCA report
- Quality improvement charter

### Outcome profile

Dominant outcome level: **Applying and evaluating**. Principal assessed artefact: **Completed clinical audit cycle** (Portfolio Outcome Matrix, Curricula compendium v1.1 §4). The matrix is a design map and not evidence of learner achievement.

### Study volume

6 RCP = 60 notional hours; 30 contact hours over 6 days (derived at five contact hours per RCP).

#### Open items

The Catalogue holds no outcomes, module structure, session plans, methodology, assessment scheme, readings or framework map for this course. They must be written to the fourteen-field standard (Chapter 9) and approved before the course is scheduled. Until then the default award gates of Chapter 7 apply and the assessed output named above is the principal instrument. Catalogue: 6 days, 6 RCP. Retained unchanged (Decision D4). Contact hours are derived at five per RCP, which gives a ratio of one contact hour to two notional hours.



## RA-HRH-205 · Health Workforce Planning & Management

|                              |                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Code                         | RA-HRH-205                                                                                                      |
| Family and level             | Executive Course · RL2 Professional Certificate                                                                 |
| School                       | S2 · School of Health Systems, Policy & Financing                                                               |
| Primary tier                 | Tier 02 and Tier 03                                                                                             |
| Credit and hours             | 6 RCP · 60 notional hours · 30 contact hours (derived) · 6 days                                                 |
| Award                        | RIYAADA Professional Certificate in Health Workforce Planning & Management                                      |
| Target participants          | Primarily Tier 02 and Tier 03 (Catalogue primary tier 02/03).                                                   |
| Language                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                       |
| Syllabus status              | Course card: Programme Catalogue entry only. The full fourteen-field syllabus is still to be written (Annex E). |
| Source references            | Catalogue RA-HRH-205                                                                                            |
| Award pathways               | AC-HSL, PW-DIP (execution option)                                                                               |
| Course owner and review date | To be named (open item, Annex E).                                                                               |

### Course aim

Plan staffing against workload and service norms and operate a fair performance-management cycle within real resource constraints.

### Applied outputs

- Departmental staffing plan
- Appraisal instrument
- Retention and motivation plan

### Outcome profile

Dominant outcome level: **Creating**. Principal assessed artefact: **Departmental staffing and appraisal plan** (Portfolio Outcome Matrix, Curricula compendium v1.1 §4). The matrix is a design map and not evidence of learner achievement.

### Study volume

6 RCP = 60 notional hours; 30 contact hours over 6 days (derived at five contact hours per RCP).

#### Open items

The Catalogue holds no outcomes, module structure, session plans, methodology, assessment scheme, readings or framework map for this course. They must be written to the fourteen-field standard (Chapter 9) and approved before the course is scheduled. Until then the default award gates of Chapter 7 apply and the assessed output named above is the principal instrument. Catalogue: 6 days, 6 RCP. Retained unchanged (Decision D4). Contact hours are derived at five per RCP, which gives a ratio of one contact hour to two notional hours.



## RA-DHG-206 · Digital Health & Health Information Governance

|                              |                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Code                         | RA-DHG-206                                                                                                      |
| Family and level             | Executive Course · RL2 Professional Certificate                                                                 |
| School                       | S2 · School of Health Systems, Policy & Financing                                                               |
| Primary tier                 | Tier 01 and Tier 02                                                                                             |
| Credit and hours             | 6 RCP · 60 notional hours · 30 contact hours (derived) · 6 days                                                 |
| Award                        | RIYAADA Professional Certificate in Digital Health & Health Information Governance                              |
| Target participants          | Primarily Tier 01 and Tier 02 (Catalogue primary tier 01/02).                                                   |
| Language                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                       |
| Syllabus status              | Course card: Programme Catalogue entry only. The full fourteen-field syllabus is still to be written (Annex E). |
| Source references            | Catalogue RA-DHG-206                                                                                            |
| Award pathways               | PW-DIP (execution option)                                                                                       |
| Course owner and review date | To be named (open item, Annex E).                                                                               |

### Course aim

Strengthen routine information systems, data quality and information governance so that data can be trusted for management decisions.

### Applied outputs

- Data-quality audit
- Information governance policy
- Readiness assessment

### Outcome profile

Dominant outcome level: **Analysing and creating**. Principal assessed artefact: **Data-quality audit and governance policy** (Portfolio Outcome Matrix, Curricula compendium v1.1 §4). The matrix is a design map and not evidence of learner achievement.

### Study volume

6 RCP = 60 notional hours; 30 contact hours over 6 days (derived at five contact hours per RCP).

#### Open items

The Catalogue holds no outcomes, module structure, session plans, methodology, assessment scheme, readings or framework map for this course. They must be written to the fourteen-field standard (Chapter 9) and approved before the course is scheduled. Until then the default award gates of Chapter 7 apply and the assessed output named above is the principal instrument. Catalogue: 6 days, 6 RCP. Retained unchanged (Decision D4). Contact hours are derived at five per RCP, which gives a ratio of one contact hour to two notional hours.



## 16 School S3 · Strategy, Management and Institutional Transformation

School S3 connects strategy with implementation. Participants examine organisational capacity, incentives, resources and stakeholder support before choosing a reform approach. Assessed plans must show who will act, what resources are required and how progress will be reviewed.

Table 57 · School of Strategy, Management & Institutional Transformation: Executive Courses

| Code       | Course                                                | Tier                | Days | Contact h | RCP | Syllabus    | Page |
|------------|-------------------------------------------------------|---------------------|------|-----------|-----|-------------|------|
| RA-ITC-301 | Institutional Transformation & Change Management      | Tier 01 and Tier 02 | 5    | 35        | 7   | Documented  | 81   |
| RA-EXL-302 | Executive Leadership                                  | Tier 01 and Tier 02 | 5    | 35        | 7   | Documented  | 84   |
| RA-SMO-303 | Strategic Management & Organisational Transformation  | Tier 01 and Tier 02 | 5    | 35        | 7   | Approved    | 87   |
| RA-PFM-304 | Public Financial Management & Institutional Budgeting | Tier 01 and Tier 02 | 6    | 30        | 6   | Course card | 90   |
| RA-PMG-305 | Project & Programme Management for Institutions       | Tier 02 and Tier 03 | 6    | 30        | 6   | Course card | 91   |
| Total      |                                                       |                     | 27   |           | 33  |             |      |



## RA-ITC-301 · Institutional Transformation & Change Management

|                                     |                                                                                                                                                                           |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-ITC-301                                                                                                                                                                |
| <b>Family and level</b>             | Executive Course · RL2 Professional Certificate                                                                                                                           |
| <b>School</b>                       | S3 · School of Strategy, Management & Institutional Transformation                                                                                                        |
| <b>Primary tier</b>                 | Tier 01 and Tier 02; lead framework Manager; priority competencies: Adaptability; Communication; Developing People                                                        |
| <b>Credit and hours</b>             | 7 RCP · 70 notional hours · 35 contact hours · 5 days                                                                                                                     |
| <b>Award</b>                        | RIYAADA Professional Certificate in Institutional Transformation & Change Management                                                                                      |
| <b>Target participants</b>          | Tier 01 change sponsors and Tier 02 change leaders, programme managers and NTP I implementers.                                                                            |
| <b>Prerequisites</b>                | Relevant degree and/or substantial managerial experience; portfolio route for senior practitioners; leadership-challenge statement and pre-course diagnostic (Chapter 8). |
| <b>Delivery</b>                     | Five-day intensive (continuous block or modular 2 + 2 + 1), in person at the Mogadishu campus or client premises; in-house cohort option.                                 |
| <b>Language</b>                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                                                                                 |
| <b>Syllabus status</b>              | Documented: Executive Leadership, Governance and Strategic Management Prospectus (Course 4); not yet through the Academic Board approval stages.                          |
| <b>Source references</b>            | Catalogue RA-ITC-301; Prospectus Course 4                                                                                                                                 |
| <b>Course owner and review date</b> | To be named; next review per Chapter 9 (open item, Annex E).                                                                                                              |

### Rationale

Institutional reforms frequently fail not because the technical design is inadequate, but because leaders underestimate the organisational, political and human conditions required for successful adoption. Reform requires more than policy approval or structural redesign; it demands sustained attention to incentives, authority relationships, stakeholder interests, institutional culture, communication, behavioural adaptation and the emotional experience of transition. In fragile and resource constrained environments, these challenges are intensified by contested mandates, fragmented accountability, uneven administrative capacity and uncertainty about reform ownership. This course therefore treats transformation as a deliberate leadership discipline that connects strategic intent with organisational alignment, stakeholder mobilisation, change governance, adoption planning and long-term institutional sustainability. Participants examine leading change management frameworks and apply them to ministries, public agencies, universities, civil society organisations, companies and state-owned enterprises operating in Somali and comparable fragile state contexts.

### Course aim

The course aims to equip leaders with the analytical and practical capabilities required to diagnose institutional readiness, construct a compelling case for change, build sponsorship coalitions, communicate reform intent, manage resistance, support individual and collective adoption, align organisational systems and embed transformation beyond the initial implementation phase. It develops the capacity to move from reform aspiration to sequenced execution by linking leadership behaviour, stakeholder engagement, operational planning, performance measurement and institutional learning.

Catalogue statement of aim (RIYAADA-CAT-2026-001): Diagnose readiness, build sponsorship, manage resistance and embed transformation beyond initial implementation.

### Learning outcomes

On successful completion, participants will be able to:

**LO1** Use Kotter's eight steps to structure a transformation.



- LO2** Apply ADKAR to individual adoption and reinforcement.
- LO3** Use Lewin and McKinsey 7 S to diagnose forces and organisational alignment.
- LO4** Apply Bridges' Transition Model to the human and emotional dimensions of change.
- LO5** Produce a complete change management plan for a live reform.

### Module structure

| Day   | Theme                            | Core content                                                                                                                                        |
|-------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | The Case for Change              | Drivers of change; failure patterns; change versus transition; transformation in fragile and politically complex contexts.                          |
| Day 2 | Organisational Change Models     | Kotter's eight steps; urgency, coalition, vision, communication, barriers, wins, acceleration and anchoring; Lewin and force field analysis.        |
| Day 3 | Individual and Diagnostic Models | ADKAR: awareness, desire, knowledge, ability and reinforcement; McKinsey 7 S: strategy, structure, systems, shared values, skills, style and staff. |
| Day 4 | The Human Side                   | Bridges: endings, neutral zone and new beginnings; resistance; culture; communication; emotional responses to change.                               |
| Day 5 | Designing Transformation         | Integrating models; sponsorship and governance; change plan, measures and sustainment; capstone.                                                    |

### Methodology

The learning methodology is built around a running Somali ministry, agency or state-owned enterprise transformation case that participants develop throughout the course. Participants undertake readiness diagnostics, stakeholder and resistance mapping, coalition building exercises, communication planning, adoption analysis and reform governance design. Simulations and role plays allow participants to practise managing resistance, communicating difficult reforms and sustaining momentum under political and administrative constraints. Executive coaching and action learning sessions help participants translate the change models into practical reform plans for their own institutions.

### Assessment scheme

| Instrument                         | Weight      | Evidence and standard |
|------------------------------------|-------------|-----------------------|
| Live reform change-management plan | 60%         |                       |
| Model application exercises        | 20%         |                       |
| Participation                      | 20%         |                       |
| <b>Total</b>                       | <b>100%</b> |                       |

Assessment requires participants to demonstrate both conceptual mastery and applied change leadership competence. Certification is awarded when the participant can diagnose change readiness, apply appropriate change models, identify resistance and adoption risks, design communication and sponsorship arrangements, and present a realistic transformation roadmap with clear implementation responsibilities and sustainment measures.

Award gates, classification, feedback, reassessment and appeals follow Chapter 7. Attendance of at least 80% is required.

### Applied outputs

- Case for change
- Stakeholder and resistance map
- Communication and adoption plan
- Integrated transformation roadmap



## Readings and tools

- Kotter, Leading Change
- Prosci ADKAR
- Lewin
- McKinsey 7 S
- Bridges, Managing Transitions
- post New Public Management change literature

The course owner specifies editions and authorised extracts in the controlled reading list before delivery; supplementary readings are refreshed annually.

## Framework integration

Lead framework: **MANAGER**. Primary tier: **Tier 02**. Priority competencies (Prospectus Appendix A): Adaptability; Communication; Developing People.

Source-documented emphasis (first-edition wording): **MANAGER**: Align, Guide and Motivate; **DIRECTOR**: Resolve Challenges and Inspire Purpose. **LEADERSHIP**: Adaptive, Perseverance and Empowering. Competencies: Adaptability, Communication, Developing People. The element names in this line follow the first-edition wording; the course owner re-maps them to the controlled definitions of Chapter 3 before delivery (Annex F).

## Source and harmonisation note

Award wording in the source: “RIYAADA Certificate in Institutional Transformation & Change Management”, corrected to “RIYAADA Professional Certificate in Institutional Transformation & Change Management” (Chapter 5). Catalogue: 7 days, 7 RCP. Prospectus: 5-day intensive of approximately 35 contact hours. Unified: 5 days, 35 contact hours, 70 notional hours, 7 RCP (Decision D3: the documented Prospectus delivery standard replaces the Catalogue value; contact hours and credit are consistent with the Catalogue formula of ten notional hours per RCP).



## RA-EXL-302 · Executive Leadership

|                                     |                                                                                                                                                                           |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXL-302                                                                                                                                                                |
| <b>Family and level</b>             | Executive Course · RL2 Professional Certificate                                                                                                                           |
| <b>School</b>                       | S3 · School of Strategy, Management & Institutional Transformation                                                                                                        |
| <b>Primary tier</b>                 | Tier 01 and Tier 02; lead framework Leader; priority competencies: Emotional Intelligence; Communication; Developing People; Adaptability                                 |
| <b>Credit and hours</b>             | 7 RCP · 70 notional hours · 35 contact hours · 5 days                                                                                                                     |
| <b>Award</b>                        | RIYAADA Professional Certificate in Executive Leadership                                                                                                                  |
| <b>Target participants</b>          | All tiers, with differentiated coaching; a universal on ramp, particularly suitable for high potential Tier 02 03 leaders and newly appointed Tier 01 executives.         |
| <b>Prerequisites</b>                | Relevant degree and/or substantial managerial experience; portfolio route for senior practitioners; leadership-challenge statement and pre-course diagnostic (Chapter 8). |
| <b>Delivery</b>                     | Five-day intensive (continuous block or modular 2 + 2 + 1), in person at the Mogadishu campus or client premises; in-house cohort option.                                 |
| <b>Language</b>                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                                                                                 |
| <b>Syllabus status</b>              | Documented: Executive Leadership, Governance and Strategic Management Prospectus (Course 8); not yet through the Academic Board approval stages.                          |
| <b>Source references</b>            | Catalogue RA-EXL-302; Prospectus Course 8                                                                                                                                 |
| <b>Course owner and review date</b> | To be named; next review per Chapter 9 (open item, Annex E).                                                                                                              |

### Rationale

Executive leadership is the human foundation of institutional performance. Strategies, governance systems and reform plans succeed only when leaders possess the self-awareness, emotional discipline, communication capability, ethical judgement and people development skills required to mobilise others toward shared results. In volatile, uncertain and resource constrained environments, leaders must be able to regulate themselves, understand others, influence diverse stakeholders, build trust, motivate teams, make difficult decisions and sustain performance under pressure. This course is RIYAADA's foundational leadership programme and the human core of the executive education suite. It develops the personal and interpersonal capabilities that enable participants to lead with purpose, adapt their leadership style to context, communicate credibly, empower others and translate leadership intention into observable behaviour and team performance.

### Course aim

The course aims to develop self-aware, emotionally intelligent, adaptive and ethically grounded leaders who can communicate with clarity, influence constructively, motivate teams, delegate effectively, coach others and strengthen performance through disciplined people leadership. It enables participants to understand their leadership identity, recognise behavioural patterns, apply appropriate leadership styles, manage interpersonal dynamics and produce a personal leadership development plan aligned with RIYAADA's seven competencies.

Catalogue statement of aim (RIYAADA-CAT-2026-001): Develop self-aware, emotionally intelligent and ethically grounded leaders who translate intention into observable behaviour and team performance.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Apply leadership styles situationally rather than relying on one dominant style.
- LO2** Assess and strengthen emotional intelligence across self-awareness, self-management, social awareness and relationship management.



**LO3** Motivate, delegate, coach and develop people and teams.

**LO4** Produce a personal leadership development plan against the seven competencies.

### Module structure

| Day   | Theme                            | Core content                                                                                                            |
|-------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Day 1 | Self-Leadership                  | Leadership versus management; purpose, values and identity; self-awareness; RIYAADA LEADER framework.                   |
| Day 2 | Emotional Intelligence           | Four EI domains; resilience; triggers; self-regulation; empathy; relationship management and performance.               |
| Day 3 | Leadership Styles and Adaptation | Leadership styles; situational and adaptive leadership; leading in uncertainty, fragility and volatility.               |
| Day 4 | Leading People and Teams         | Motivation; delegation; empowerment; coaching; team development; accountability; difficult conversations.               |
| Day 5 | Communication and Influence      | Executive communication; stakeholder influence; credibility; personal leadership development plan; capstone simulation. |

### Methodology

Learning is delivered through emotional intelligence diagnostics, leadership style reflection, 360 style self-assessment, behavioural simulations, role plays, peer coaching triads, individual coaching and reflective journaling. Participants practise difficult conversations, delegation, coaching, feedback, stakeholder influence and team leadership scenarios. The methodology is intentionally personal and experiential, requiring participants to connect leadership theory with their own leadership habits, institutional responsibilities and development priorities.

### Assessment scheme

| Instrument                                                    | Weight      | Evidence and standard |
|---------------------------------------------------------------|-------------|-----------------------|
| Personal leadership development plan and reflective portfolio | 50%         |                       |
| Leadership simulation                                         | 30%         |                       |
| Peer feedback                                                 | 20%         |                       |
| <b>Total</b>                                                  | <b>100%</b> |                       |

Participants must demonstrate evidence of self-awareness, emotional intelligence development, adaptive leadership judgement, communication skill, coaching capability and commitment to behaviour change. Certification requires more than attendance; it requires a credible development plan supported by reflection, feedback and practical evidence of leadership learning.

Award gates, classification, feedback, reassessment and appeals follow Chapter 7. Attendance of at least 80% is required.

### Applied outputs

- Leadership self-assessment
- Emotional intelligence development priorities
- Team leadership practice plan
- Personal leadership development plan

### Readings and tools

- Goleman, What Makes a Leader? and Primal Leadership
- Emotional and Social Competency resources



- Heifetz on adaptive leadership
- Kolb
- 70-20-10 learning literature

The course owner specifies editions and authorised extracts in the controlled reading list before delivery; supplementary readings are refreshed annually.

### Framework integration

Lead framework: **LEADER**. Primary tier: **All tiers**. Priority competencies (Prospectus Appendix A): Emotional Intelligence; Communication; Developing People; Adaptability.

Source-documented emphasis (first-edition wording): Flagship LEADER course: Lead, Empower, Accountable, Decisive, Engage and Results-Driven. LEADERSHIP: all elements, especially Listening, Empowering and Humility. Competencies: Emotional Intelligence, Communication, Developing People, Adaptability. The element names in this line follow the first-edition wording; the course owner re-maps them to the controlled definitions of Chapter 3 before delivery (Annex F).

### Source and harmonisation note

Award wording in the source: "RIYAADA Certificate in Executive Leadership", corrected to "RIYAADA Professional Certificate in Executive Leadership" (Chapter 5). Catalogue: 5 days, 5 RCP. Prospectus: 5-day intensive of approximately 35 contact hours. Unified: 5 days, 35 contact hours, 70 notional hours, 7 RCP (Decision D3: the documented Prospectus delivery standard replaces the Catalogue value; contact hours and credit are consistent with the Catalogue formula of ten notional hours per RCP).



## RA-SMO-303 · Strategic Management & Organisational Transformation

|                                     |                                                                                                                                           |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-SMO-303                                                                                                                                |
| <b>Family and level</b>             | Executive Course · RL2 Professional Certificate                                                                                           |
| <b>School</b>                       | S3 · School of Strategy, Management & Institutional Transformation                                                                        |
| <b>Primary tier</b>                 | Tier 01 and Tier 02; lead framework DIRECTOR; priority competencies: Strategic Thinking; Decision Making; Adaptability                    |
| <b>Credit and hours</b>             | 7 RCP · 70 notional hours · 35 contact hours · 5 days                                                                                     |
| <b>Award</b>                        | RIYAADA Professional Certificate in Strategic Management & Organisational Transformation                                                  |
| <b>Target participants</b>          | Tier 01 chief executives, directors general and board members; senior Tier 02 strategy, planning and performance leaders.                 |
| <b>Prerequisites</b>                | Relevant degree and/or substantial managerial experience; admission evidence and pre-course diagnostic as in Chapter 8.                   |
| <b>Delivery</b>                     | Five-day intensive (continuous block or modular 2 + 2 + 1), in person at the Mogadishu campus or client premises; in-house cohort option. |
| <b>Language</b>                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                                                 |
| <b>Syllabus status</b>              | Approved: Curricula compendium (RIYAADA-CUR-2026-002 v1.1), reproduced with unified credit and award wording.                             |
| <b>Source references</b>            | Catalogue RA-SMO-303; Prospectus Course 9; Curricula v1.1 §3.4                                                                            |
| <b>Course owner and review date</b> | To be named; next review per Chapter 9 (open item, Annex E).                                                                              |

### Rationale

Strategic management provides the discipline through which institutions interpret their environment, define choices, allocate resources, align systems and sustain performance over time. In public, corporate and non-profit organisations, strategy is not merely a planning document; it is a coherent pattern of decisions that determines priorities, trade offs, capabilities, accountability and execution. In fragile and rapidly changing contexts, strategic management is especially important because institutions must respond to uncertainty, limited resources, shifting stakeholder expectations, competitive pressures, donor priorities and reform demands. This capstone course integrates the strategy canon with disciplined execution and organisational transformation. Participants conduct strategic analysis, formulate strategic options, test choices against feasibility and value, translate strategy into performance architecture and develop transformation plans that connect strategic intent with structures, people, systems, culture and measurable results.

### Course aim

The course aims to build participants' capacity to analyse organisational environments, formulate strategic choices, design execution systems, align resources and lead transformation that sustains strategic delivery. It develops executive judgement in balancing ambition with feasibility, innovation with risk, stakeholder value with institutional capacity, and long-term direction with short-term implementation discipline. Participants learn to move from strategic analysis to strategy maps, Balanced Scorecards, performance indicators, initiatives and transformation plans that can guide real organisational action.

Catalogue statement of aim (RIYAADA-CAT-2026-001): Move from strategic analysis to strategy maps, balanced scorecards, indicators, initiatives and transformation plans that guide real action.



## Learning outcomes

On successful completion, participants will be able to:

- LO1** Conduct a structured strategic analysis of an organisation's external and internal environment.
- LO2** Formulate strategic options and justify a defensible choice under uncertainty.
- LO3** Translate strategy into a performance architecture of objectives, indicators, targets and initiatives.
- LO4** Design the structural, governance and resource alignment required for execution.
- LO5** Lead the organisational transformation needed to sustain strategic delivery.

## Module structure

| Day   | Theme                         | Core content                                                                                                                    |
|-------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | Strategy foundations          | Meaning and levels of strategy; strategic intent; strategy in public, corporate and fragile contexts.                           |
| Day 2 | Strategic analysis            | Environmental scanning; competitive and stakeholder analysis; internal capability and resource assessment.                      |
| Day 3 | Strategy formulation          | Generic and value-innovation options; scenario planning; strategic choice and explicit trade-offs.                              |
| Day 4 | Strategy execution            | Strategy maps; balanced scorecard perspectives; objectives, KPIs and initiatives; structure, governance and resource alignment. |
| Day 5 | Organisational transformation | Strategic change; capability building; culture; performance review discipline; execution-plan capstone.                         |

## Methodology

Participants develop an organisational strategy from diagnosis and options to execution. Scenario work, scorecards and peer critique test assumptions. The plan connects priorities with resources, responsibilities and review.

Methodology in the first edition of the compendium (July 2026), retained for reference: The methodology is centred on a full strategy project-based on the participant's own organisation, carried through every stage from environmental analysis to execution design. Scenario workshops, a strategy simulation, scorecard development, strategy-map construction, peer critique and executive coaching ensure the course produces a practical strategic output rather than an abstract planning exercise.

## Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                                                                                      |
|---------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------|
| Strategy and scorecard execution plan | 60%         | Integrated plan linking purpose, external realities, internal capability, priorities, measures and transformation actions. |
| Strategic analysis exercises          | 20%         | Completed analysis pack with justified interpretation.                                                                     |
| Participation and peer critique       | 20%         | Observed contribution to challenge and refinement of peers' strategies.                                                    |
| <b>Total</b>                          | <b>100%</b> |                                                                                                                            |

Award gates, classification, feedback, reassessment and appeals follow Chapter 7. Attendance of at least 80% is required.

## Applied outputs

- Strategic analysis pack
- Strategic choices and scenarios
- Strategy map and Balanced Scorecard
- Strategy execution and transformation plan



## Readings and tools

Indicative authors retained from the source syllabus: Porter; Mintzberg and colleagues; Kim and Mauborgne; Kaplan and Norton. The course owner must specify the exact titles, editions and authorised extracts in the controlled reading list before delivery. No edition is inferred from an incomplete citation.

Authors listed in the first edition: Porter, *Competitive Strategy*; Mintzberg et al., *Strategy Safari*; Kim and Mauborgne, *Blue Ocean Strategy*; Kaplan and Norton, *The Balanced Scorecard and Strategy Maps*; scenario-planning literature.

## Framework integration

Lead framework: **DIRECTOR**. Primary tier: **Tier 01**. Priority competencies (Prospectus Appendix A): Strategic Thinking; Decision Making; Adaptability.

Source-documented emphasis (first-edition wording): DIRECTOR: Define Direction, Track Performance and Results-Focused Leadership; MANAGER: Align. LEADERSHIP: Innovative, Adaptive and Decisive. Competencies: Strategic Thinking, Decision-Making, Adaptability. The element names in this line follow the first-edition wording; the course owner re-maps them to the controlled definitions of Chapter 3 before delivery (Annex F).

## Source and harmonisation note

Award wording in the source: “RIYAADA Certificate in Strategic Management & Organizational Transformation”, corrected to “RIYAADA Professional Certificate in Strategic Management & Organisational Transformation” (Chapter 5). Catalogue: 5 days, 7 RCP. Curricula compendium v1.1 documents the same duration and credit; no change. The Prospectus also documents this course; its outcomes, day plan, methodology and assessment narrative are retained in Annex C (C.2).



## RA-PFM-304 · Public Financial Management & Institutional Budgeting

|                              |                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Code                         | RA-PFM-304                                                                                                      |
| Family and level             | Executive Course · RL2 Professional Certificate                                                                 |
| School                       | S3 · School of Strategy, Management & Institutional Transformation                                              |
| Primary tier                 | Tier 01 and Tier 02                                                                                             |
| Credit and hours             | 6 RCP · 60 notional hours · 30 contact hours (derived) · 6 days                                                 |
| Award                        | RIYAADA Professional Certificate in Public Financial Management & Institutional Budgeting                       |
| Target participants          | Primarily Tier 01 and Tier 02 (Catalogue primary tier 01/02).                                                   |
| Language                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                       |
| Syllabus status              | Course card: Programme Catalogue entry only. The full fourteen-field syllabus is still to be written (Annex E). |
| Source references            | Catalogue RA-PFM-304                                                                                            |
| Award pathways               | Stand-alone course (no Advanced Certificate or Diploma role defined in the Catalogue).                          |
| Course owner and review date | To be named (open item, Annex E).                                                                               |

### Course aim

Prepare, execute and control an activity-based budget with internal controls and reports a board can act on.

### Applied outputs

- Activity-based budget
- Variance commentary
- Internal control checklist

### Outcome profile

Dominant outcome level: **Applying**. Principal assessed artefact: **Activity-based budget and variance report** (Portfolio Outcome Matrix, Curricula compendium v1.1 §4). The matrix is a design map and not evidence of learner achievement.

### Study volume

6 RCP = 60 notional hours; 30 contact hours over 6 days (derived at five contact hours per RCP).

#### Open items

The Catalogue holds no outcomes, module structure, session plans, methodology, assessment scheme, readings or framework map for this course. They must be written to the fourteen-field standard (Chapter 9) and approved before the course is scheduled. Until then the default award gates of Chapter 7 apply and the assessed output named above is the principal instrument. Catalogue: 6 days, 6 RCP. Retained unchanged (Decision D4). Contact hours are derived at five per RCP, which gives a ratio of one contact hour to two notional hours.



## RA-PMG-305 · Project & Programme Management for Institutions

|                              |                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Code                         | RA-PMG-305                                                                                                      |
| Family and level             | Executive Course · RL2 Professional Certificate                                                                 |
| School                       | S3 · School of Strategy, Management & Institutional Transformation                                              |
| Primary tier                 | Tier 02 and Tier 03                                                                                             |
| Credit and hours             | 6 RCP · 60 notional hours · 30 contact hours (derived) · 6 days                                                 |
| Award                        | RIYAADA Professional Certificate in Project & Programme Management for Institutions                             |
| Target participants          | Primarily Tier 02 and Tier 03 (Catalogue primary tier 02/03).                                                   |
| Language                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                       |
| Syllabus status              | Course card: Programme Catalogue entry only. The full fourteen-field syllabus is still to be written (Annex E). |
| Source references            | Catalogue RA-PMG-305                                                                                            |
| Award pathways               | Stand-alone course (no Advanced Certificate or Diploma role defined in the Catalogue).                          |
| Course owner and review date | To be named (open item, Annex E).                                                                               |

### Course aim

Convert institutional priorities into scoped, resourced, risk-managed and reportable projects.

### Applied outputs

- Project charter
- Work-breakdown and schedule
- Risk and benefits register

### Outcome profile

Dominant outcome level: **Creating**. Principal assessed artefact: **Project charter, schedule and risk register** (Portfolio Outcome Matrix, Curricula compendium v1.1 §4). The matrix is a design map and not evidence of learner achievement.

### Study volume

6 RCP = 60 notional hours; 30 contact hours over 6 days (derived at five contact hours per RCP).

#### Open items

The Catalogue holds no outcomes, module structure, session plans, methodology, assessment scheme, readings or framework map for this course. They must be written to the fourteen-field standard (Chapter 9) and approved before the course is scheduled. Until then the default award gates of Chapter 7 apply and the assessed output named above is the principal instrument. Catalogue: 6 days, 6 RCP. Retained unchanged (Decision D4). Contact hours are derived at five per RCP, which gives a ratio of one contact hour to two notional hours.



## 17 School S4 · Research, Evaluation and Knowledge

School S4 develops research, evaluation, analytical and publishing capabilities. Learners produce evidence that can inform institutional decisions. Links with RIYAADA Journals and RUGSAN Publisher support dissemination through their separate editorial and quality processes.

**Table 58 · School of Research, Evaluation & Knowledge: Executive Courses**

| Code       | Course                                            | Tier                | Days | Contact<br>h | RCP | Syllabus    | Page |
|------------|---------------------------------------------------|---------------------|------|--------------|-----|-------------|------|
| RA-RES-401 | Applied Research Design & Methods                 | Tier 02 and Tier 03 | 7    | 30           | 6   | Course card | 93   |
| RA-MEL-402 | Monitoring, Evaluation, Accountability & Learning | Tier 02 and Tier 03 | 6    | 25           | 5   | Course card | 94   |
| RA-SWP-403 | Scientific Writing & Academic Publishing          | Tier 02 and Tier 03 | 4    | 28           | 5   | Approved    | 95   |
| RA-DAT-404 | Data Literacy & Evidence for Decision-Makers      | Tier 01 and Tier 02 | 5    | 20           | 4   | Course card | 97   |
| RA-GWR-405 | Grant Writing & Resource Mobilisation             | Tier 01 and Tier 02 | 5    | 20           | 4   | Course card | 98   |
| Total      |                                                   |                     | 27   |              | 24  |             |      |



## RA-RES-401 · Applied Research Design & Methods

|                              |                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Code                         | RA-RES-401                                                                                                      |
| Family and level             | Executive Course · RL2 Professional Certificate                                                                 |
| School                       | S4 · School of Research, Evaluation & Knowledge                                                                 |
| Primary tier                 | Tier 02 and Tier 03                                                                                             |
| Credit and hours             | 6 RCP · 60 notional hours · 30 contact hours (derived) · 7 days                                                 |
| Award                        | RIYAADA Professional Certificate in Applied Research Design & Methods                                           |
| Target participants          | Primarily Tier 02 and Tier 03 (Catalogue primary tier 02/03).                                                   |
| Language                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                       |
| Syllabus status              | Course card: Programme Catalogue entry only. The full fourteen-field syllabus is still to be written (Annex E). |
| Source references            | Catalogue RA-RES-401                                                                                            |
| Award pathways               | AC-ARE                                                                                                          |
| Course owner and review date | To be named (open item, Annex E).                                                                               |

### Course aim

Design ethical, feasible and methodologically defensible studies that answer institutional questions.

### Applied outputs

- Research protocol
- Instrument set
- Analysis plan

### Outcome profile

Dominant outcome level: **Creating**. Principal assessed artefact: **Research protocol and analysis plan** (Portfolio Outcome Matrix, Curricula compendium v1.1 §4). The matrix is a design map and not evidence of learner achievement.

### Study volume

6 RCP = 60 notional hours; 30 contact hours over 7 days (derived at five contact hours per RCP).

#### Open items

The Catalogue holds no outcomes, module structure, session plans, methodology, assessment scheme, readings or framework map for this course. They must be written to the fourteen-field standard (Chapter 9) and approved before the course is scheduled. Until then the default award gates of Chapter 7 apply and the assessed output named above is the principal instrument. Catalogue: 7 days, 6 RCP. Retained unchanged (Decision D4). Contact hours are derived at five per RCP, which gives a ratio of one contact hour to two notional hours.



## RA-MEL-402 · Monitoring, Evaluation, Accountability & Learning

|                              |                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Code                         | RA-MEL-402                                                                                                      |
| Family and level             | Executive Course · RL2 Professional Certificate                                                                 |
| School                       | S4 · School of Research, Evaluation & Knowledge                                                                 |
| Primary tier                 | Tier 02 and Tier 03                                                                                             |
| Credit and hours             | 5 RCP · 50 notional hours · 25 contact hours (derived) · 6 days                                                 |
| Award                        | RIYAADA Professional Certificate in Monitoring, Evaluation, Accountability & Learning                           |
| Target participants          | Primarily Tier 02 and Tier 03 (Catalogue primary tier 02/03).                                                   |
| Language                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                       |
| Syllabus status              | Course card: Programme Catalogue entry only. The full fourteen-field syllabus is still to be written (Annex E). |
| Source references            | Catalogue RA-MEL-402                                                                                            |
| Award pathways               | AC-ARE                                                                                                          |
| Course owner and review date | To be named (open item, Annex E).                                                                               |

### Course aim

Build results frameworks, indicators and evaluation designs that produce usable learning, not only reporting compliance.

### Applied outputs

- Theory of change
- Indicator reference sheet
- MEAL plan

### Outcome profile

Dominant outcome level: **Creating**. Principal assessed artefact: **Theory of change and MEAL plan** (Portfolio Outcome Matrix, Curricula compendium v1.1 §4). The matrix is a design map and not evidence of learner achievement.

### Study volume

5 RCP = 50 notional hours; 25 contact hours over 6 days (derived at five contact hours per RCP).

#### Open items

The Catalogue holds no outcomes, module structure, session plans, methodology, assessment scheme, readings or framework map for this course. They must be written to the fourteen-field standard (Chapter 9) and approved before the course is scheduled. Until then the default award gates of Chapter 7 apply and the assessed output named above is the principal instrument. Catalogue: 6 days, 5 RCP. Retained unchanged (Decision D4). Contact hours are derived at five per RCP, which gives a ratio of one contact hour to two notional hours.



## RA-SWP-403 · Scientific Writing & Academic Publishing

|                              |                                                                                                                       |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-SWP-403                                                                                                            |
| Family and level             | Executive Course · RL2 Professional Certificate                                                                       |
| School                       | S4 · School of Research, Evaluation & Knowledge                                                                       |
| Primary tier                 | Tier 02 and Tier 03                                                                                                   |
| Credit and hours             | 5 RCP · 50 notional hours · 28 contact hours · 4 days                                                                 |
| Award                        | RIYAADA Professional Certificate in Scientific Writing & Academic Publishing                                          |
| Target participants          | Academics, researchers, policy analysts, clinicians and programme staff preparing work for peer-reviewed publication. |
| Prerequisites                | Participants must arrive with a dataset, an evaluation or a completed piece of applied work to write up.              |
| Delivery                     | 4-day intensive, in person or modular; in-house cohort option.                                                        |
| Language                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                             |
| Syllabus status              | Approved: Curricula compendium (RIYAADA-CUR-2026-002 v1.1), reproduced with unified credit and award wording.         |
| Source references            | Catalogue RA-SWP-403; Curricula v1.1 §3.5                                                                             |
| Course owner and review date | To be named; next review per Chapter 9 (open item, Annex E).                                                          |

### Course aim

Take a manuscript from question to submission, including reporting standards, authorship ethics and journal selection.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Formulate a focused, answerable research question and position it in a literature.
- LO2** Structure a manuscript to the conventions of the target journal and the relevant reporting guideline.
- LO3** Apply authorship, acknowledgement, conflict-of-interest and data-availability standards correctly.
- LO4** Select an appropriate journal and identify predatory or low-integrity outlets.
- LO5** Draft a complete manuscript and a response-to-reviewers strategy.

### Module structure

| Day   | Theme                     | Core content                                                                                                                                |
|-------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | From question to argument | Framing the question; literature positioning; the contribution statement; reporting guidelines and their selection.                         |
| Day 2 | Building the manuscript   | Structured writing clinics for introduction, methods, results and discussion; tables and figures that carry the argument.                   |
| Day 3 | Integrity and authorship  | Authorship criteria; contributorship statements; plagiarism, redundant publication and image integrity; declarations and data availability. |
| Day 4 | Submission and review     | Journal selection and metrics literacy; predatory publishing; cover letters; peer review, revision and appeal; preprints and dissemination. |



## Methodology

Each writing block combines a brief input, supervised drafting and peer review against a rubric. Learners prepare a manuscript, reporting checklist and submission plan. An editorial clinic examines common reasons for rejection. Course completion does not guarantee journal acceptance or publication.

Methodology in the first edition of the compendium (July 2026), retained for reference: The course is a writing workshop rather than a lecture series. Each half-day pairs a short input with a supervised writing block and structured peer review against a published rubric. Participants leave with a substantially drafted manuscript, a target journal, a reporting-guideline checklist completed for their study, and a written submission plan. Faculty from RIYAADA Journals contribute an editor's clinic on why manuscripts are desk-rejected.

## Assessment scheme

| Instrument                               | Weight      | Evidence and standard                                                                        |
|------------------------------------------|-------------|----------------------------------------------------------------------------------------------|
| Complete manuscript draft                | 60%         | Full draft meeting the target journal's structure and the applicable reporting guideline.    |
| Integrity and submission portfolio       | 20%         | Authorship statement, declarations, completed checklist and journal-selection justification. |
| Structured peer review of two colleagues | 20%         | Constructive, specific and evidence-based written review.                                    |
| <b>Total</b>                             | <b>100%</b> |                                                                                              |

Award gates, classification, feedback, reassessment and appeals follow Chapter 7. Attendance of at least 80% is required.

## Applied outputs

- Structured abstract
- Full manuscript draft
- Submission and response strategy

## Readings and tools

Use current ICMJE authorship guidance, COPE transparency principles, the EQUATOR reporting-guideline library and the target journal's author instructions. Select the guideline matching the study design and record its version. Editorial acceptance remains separate from course assessment.

Further readings listed in the first edition (July 2026), subject to the course owner's verification of edition and authorised extracts: ICMJE Recommendations; COPE core practices and flowcharts; the EQUATOR Network reporting guidelines including CONSORT, STROBE, PRISMA and SQUIRE; journal author instructions. RIYAADA Journals editorial policy is used as the working example.

## Framework integration

The course owner maps the relevant actions of the controlled LEADER, MANAGER, DIRECTOR and LEADERSHIP definitions (Chapter 3) to the course outcomes.

Source-documented emphasis (first-edition wording): LEADERSHIP (Ethical, Perseverance). Competencies: communication, critical thinking, integrity and accountability. The element names in this line follow the first-edition wording; the course owner re-maps them to the controlled definitions of Chapter 3 before delivery (Annex F).

## Source and harmonisation note

Award wording in the source: "RIYAADA Certificate in Scientific Writing & Academic Publishing", corrected to "RIYAADA Professional Certificate in Scientific Writing & Academic Publishing" (Chapter 5). Catalogue: 4 days, 5 RCP. Curricula compendium v1.1 documents the same duration and credit; no change.



## RA-DAT-404 · Data Literacy & Evidence for Decision-Makers

|                              |                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Code                         | RA-DAT-404                                                                                                      |
| Family and level             | Executive Course · RL2 Professional Certificate                                                                 |
| School                       | S4 · School of Research, Evaluation & Knowledge                                                                 |
| Primary tier                 | Tier 01 and Tier 02                                                                                             |
| Credit and hours             | 4 RCP · 40 notional hours · 20 contact hours (derived) · 5 days                                                 |
| Award                        | RIYAADA Professional Certificate in Data Literacy & Evidence for Decision-Makers                                |
| Target participants          | Primarily Tier 01 and Tier 02 (Catalogue primary tier 01/02).                                                   |
| Language                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                       |
| Syllabus status              | Course card: Programme Catalogue entry only. The full fourteen-field syllabus is still to be written (Annex E). |
| Source references            | Catalogue RA-DAT-404                                                                                            |
| Award pathways               | AC-HFU                                                                                                          |
| Course owner and review date | To be named (open item, Annex E).                                                                               |

### Course aim

Enable non-specialist executives to interrogate data, resist misleading presentation and commission good analysis.

### Applied outputs

- Indicator critique
- One-page decision brief
- Dashboard specification

### Outcome profile

Dominant outcome level: **Analysing**. Principal assessed artefact: **One-page decision brief** (Portfolio Outcome Matrix, Curricula compendium v1.1 §4). The matrix is a design map and not evidence of learner achievement.

### Study volume

4 RCP = 40 notional hours; 20 contact hours over 5 days (derived at five contact hours per RCP).

#### Open items

The Catalogue holds no outcomes, module structure, session plans, methodology, assessment scheme, readings or framework map for this course. They must be written to the fourteen-field standard (Chapter 9) and approved before the course is scheduled. Until then the default award gates of Chapter 7 apply and the assessed output named above is the principal instrument. Catalogue: 5 days, 4 RCP. Retained unchanged (Decision D4). Contact hours are derived at five per RCP, which gives a ratio of one contact hour to two notional hours.



## RA-GWR-405 · Grant Writing & Resource Mobilisation

|                              |                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Code                         | RA-GWR-405                                                                                                      |
| Family and level             | Executive Course · RL2 Professional Certificate                                                                 |
| School                       | S4 · School of Research, Evaluation & Knowledge                                                                 |
| Primary tier                 | Tier 01 and Tier 02                                                                                             |
| Credit and hours             | 4 RCP · 40 notional hours · 20 contact hours (derived) · 5 days                                                 |
| Award                        | RIYAADA Professional Certificate in Grant Writing & Resource Mobilisation                                       |
| Target participants          | Primarily Tier 01 and Tier 02 (Catalogue primary tier 01/02).                                                   |
| Language                     | English; Somali or bilingual delivery; Arabic where required (Chapter 6).                                       |
| Syllabus status              | Course card: Programme Catalogue entry only. The full fourteen-field syllabus is still to be written (Annex E). |
| Source references            | Catalogue RA-GWR-405                                                                                            |
| Award pathways               | Stand-alone course (no Advanced Certificate or Diploma role defined in the Catalogue).                          |
| Course owner and review date | To be named (open item, Annex E).                                                                               |

### Course aim

Convert institutional priorities into fundable, compliant and competitive proposals.

### Applied outputs

- Concept note
- Logframe and budget
- Donor-ready proposal package

### Outcome profile

Dominant outcome level: **Creating**. Principal assessed artefact: **Donor-ready proposal package** (Portfolio Outcome Matrix, Curricula compendium v1.1 §4). The matrix is a design map and not evidence of learner achievement.

### Study volume

4 RCP = 40 notional hours; 20 contact hours over 5 days (derived at five contact hours per RCP).

#### Open items

The Catalogue holds no outcomes, module structure, session plans, methodology, assessment scheme, readings or framework map for this course. They must be written to the fourteen-field standard (Chapter 9) and approved before the course is scheduled. Until then the default award gates of Chapter 7 apply and the assessed output named above is the principal instrument. Catalogue: 5 days, 4 RCP. Retained unchanged (Decision D4). Contact hours are derived at five per RCP, which gives a ratio of one contact hour to two notional hours.



## Part IV ▪ Short Courses

---

Twenty-three short courses of two to four weeks, arranged in six themes. Each is a RIYAADA Professional Certificate and may be stacked into a micro-credential track.

- Chapter 18 Short Courses



## 18 Short Courses

Twenty-three Short Courses of two to four weeks. Each ends in a capstone and leads to a RIYAADA Professional Certificate.

### 18.1 Standard model

Short Courses were called “executive micro-credentials” in the Program Book and the Programme Philosophy. They are intensive courses of two to three weeks (20 to 30 hours) designed for working professionals who need focused upskilling in a targeted area. Each course ends in a substantive capstone, such as an executive action plan, a governance package, a data dashboard, a project-management plan, an incident action plan, QI sprint results or a policy options paper, which makes the learning immediately applicable in the participant’s workplace.

Table 59 · Short Course standard model

| Feature                    | Standard                                                                                                                                                                                                                                                                                                      |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration and contact hours | 2 weeks / 20 contact hours or 3 weeks / 30 contact hours (the Seminar and Workshop: up to 4 weeks / 40 hours).                                                                                                                                                                                                |
| Credit                     | 4 RCP (20 h), 6 RCP (30 h), 8 RCP (40 h): stated hours are contact hours and notional = 2 × contact (Decision D11).                                                                                                                                                                                           |
| Assessment model           | Participation and reflective practice 20%; applied assignment(s) 25%; project or simulation 25%; capstone 30%. This is the Program Book’s standard for every 2–3 week executive micro-credential. Attendance of at least 80% and the award gates and classification of Chapter 7 apply to every Short Course. |
| Delivery rhythm            | Week 1 foundations and diagnostics; week 2 tools and design laboratories or applied tools; week 3 implementation, simulation and capstone delivery.                                                                                                                                                           |
| Award                      | RIYAADA Professional Certificate in {course title}. A digital badge may accompany the verifiable certificate.                                                                                                                                                                                                 |
| Stacking                   | Three or four Short Courses totalling 17–23 RCP plus a 7-RCP integrative assignment give 24–30 RCP and an RIYAADA Advanced Certificate (Chapter 27).                                                                                                                                                          |
| Faculty ratio              | Seminars 1:25; laboratories 1:15; simulations 1:12.                                                                                                                                                                                                                                                           |

#### Code clashes resolved

Six Short Courses in the Programme Philosophy (Outbreak Management & Rapid Response; Executive Communication, Influence & Strategic Messaging; Health Financing Intensive; Strategic Foresight & Scenario Planning; Applied Demography for Policy Leaders; Decision-Making Under Uncertainty) carried codes that the Program Book had already used for different courses. They have new codes RA-EXO-717 to RA-EXI-722 (Decision D12) and a hours-and-rhythm gap: the Program Book gives no rhythm or capstone for them, only the Philosophy description (Annex E).



## T1 · Leadership and Governance (6 Short Courses)

This theme prepares both new and experienced leaders with the theoretical foundation, practical skills, and ethical perspective necessary to govern organisations, lead reforms, and motivate teams in fragile settings.

| Code       | Title                                     | Weeks | Contact h | RCP | Page |
|------------|-------------------------------------------|-------|-----------|-----|------|
| RA-EXG-702 | Governance & Accountability               | 3     | 30        | 6   | 101  |
| RA-EXG-715 | Governance Development                    | 3     | 30        | 6   | 102  |
| RA-EXL-701 | Health Leadership in Fragile Settings     | 3     | 30        | 6   | 103  |
| RA-EXL-713 | Educational Leadership in Health Sciences | 3     | 30        | 6   | 104  |
| RA-EXP-704 | Project & Grants Management               | 3     | 30        | 6   | 105  |
| RA-EXS-709 | Strategic Management & Planning           | 3     | 30        | 6   | 106  |

### RA-EXG-702 · Governance & Accountability

|                              |                                                                                                                                                                    |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-EXG-702                                                                                                                                                         |
| Family, level and theme      | Short Course · RL2 Professional Certificate · T1 Leadership and Governance                                                                                         |
| Duration and credit          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                                                  |
| Award                        | RIYAADA Professional Certificate in Governance & Accountability                                                                                                    |
| Target participants          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8).                                |
| Syllabus status              | Documented: Program Book (delivery rhythm and capstone) and Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E). |
| Source references            | PB EXG-702; PHI 7.4 EXG-702                                                                                                                                        |
| Course owner and review date | To be named (Annex E).                                                                                                                                             |

### Weekly structure

| Week   | Delivery rhythm (Program Book)       | Content focus (Programme Philosophy)          |
|--------|--------------------------------------|-----------------------------------------------|
| Week 1 | Frameworks & roles                   | Governance principles and foundations         |
| Week 2 | Dashboards & risk                    | Dashboard and oversight mechanism development |
| Week 3 | Public reporting, audit & evaluation | Public reporting, assurance processes         |

### Capstone

Program Book: Governance pack. Programme Philosophy: Governance Accountability Pack.

### Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Governance pack             | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## RA-EXG-715 · Governance Development

|                                     |                                                                                                                                                                    |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXG-715                                                                                                                                                         |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T1 Leadership and Governance                                                                                         |
| <b>Duration and credit</b>          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                                                  |
| <b>Award</b>                        | RIYAADA Professional Certificate in Governance Development                                                                                                         |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8).                                |
| <b>Syllabus status</b>              | Documented: Program Book (delivery rhythm and capstone) and Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E). |
| <b>Source references</b>            | PB EXG-715; PHI 7.5 EXG-715                                                                                                                                        |
| <b>Alternative title</b>            | Governance Development Intensive (Programme Philosophy)                                                                                                            |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                             |

### Course description

Focus on advancing governance maturity, internal controls, and reform readiness.

### Weekly structure

| Week   | Delivery rhythm (Program Book) |
|--------|--------------------------------|
| Week 1 | Diagnostics & design           |
| Week 2 | Decision rights & cadence      |
| Week 3 | Transparency, audit & coaching |

### Capstone

Program Book: Governance operating manual. Programme Philosophy: Governance Improvement Framework.

### Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Governance operating manual | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## RA-EXL-701 · Health Leadership in Fragile Settings

|                                     |                                                                                                                                                                    |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXL-701                                                                                                                                                         |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T1 Leadership and Governance                                                                                         |
| <b>Duration and credit</b>          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                                                  |
| <b>Award</b>                        | RIYAADA Professional Certificate in Health Leadership in Fragile Settings                                                                                          |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8).                                |
| <b>Syllabus status</b>              | Documented: Program Book (delivery rhythm and capstone) and Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E). |
| <b>Source references</b>            | PB EXL-701; PHI 7.3 EXL-701                                                                                                                                        |
| <b>Alternative title</b>            | Leadership in Fragile Settings (Programme Philosophy)                                                                                                              |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                             |

### Weekly structure

| Week          | Delivery rhythm (Program Book)   | Content focus (Programme Philosophy)                         |
|---------------|----------------------------------|--------------------------------------------------------------|
| <b>Week 1</b> | Foundations & diagnostics        | Leadership foundations in fragile/conflict-affected settings |
| <b>Week 2</b> | Tooling & design labs            | Adaptive leadership tools and techniques                     |
| <b>Week 3</b> | Implementation clinic + capstone | Action planning and capstone project                         |

### Capstone

Program Book: Executive action plan + first-week moves. Programme Philosophy: Leadership Deployment Strategy.

### Assessment scheme

| Instrument                                         | Weight      | Evidence and standard                                             |
|----------------------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice              | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                              | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                              | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Executive action plan + first-week moves | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                                       | <b>100%</b> |                                                                   |



## RA-EXL-713 · Educational Leadership in Health Sciences

|                                     |                                                                                                                                                                    |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXL-713                                                                                                                                                         |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T1 Leadership and Governance                                                                                         |
| <b>Duration and credit</b>          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                                                  |
| <b>Award</b>                        | RIYAADA Professional Certificate in Educational Leadership in Health Sciences                                                                                      |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8).                                |
| <b>Syllabus status</b>              | Documented: Program Book (delivery rhythm and capstone) and Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E). |
| <b>Source references</b>            | PB EXL-713; PHI 7.6 EXL-713                                                                                                                                        |
| <b>Alternative title</b>            | Educational Leadership and Academic Quality (Programme Philosophy)                                                                                                 |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                             |

### Course description

Topics include curriculum governance, academic quality assurance, and accreditation.

### Weekly structure

| Week   | Delivery rhythm (Program Book) |
|--------|--------------------------------|
| Week 1 | Curriculum mapping             |
| Week 2 | Assessment & rubrics           |
| Week 3 | QA & accreditation             |

### Capstone

Program Book: Mini self-study + plan. Programme Philosophy: Accreditation Readiness Brief.

### Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Mini self-study + plan      | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## RA-EXP-704 · Project & Grants Management

|                                     |                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXP-704                                                                                                                          |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T1 Leadership and Governance                                                          |
| <b>Duration and credit</b>          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                   |
| <b>Award</b>                        | RIYAADA Professional Certificate in Project & Grants Management                                                                     |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8). |
| <b>Syllabus status</b>              | Documented: Program Book (delivery rhythm and capstone). Gaps in outcomes, session plans and readings are open items (Annex E).     |
| <b>Source references</b>            | PB EXP-704                                                                                                                          |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                              |

### Weekly structure

| Week   | Delivery rhythm (Program Book)          |
|--------|-----------------------------------------|
| Week 1 | Logframe & WBS                          |
| Week 2 | Schedule/budget & procurement integrity |
| Week 3 | Risk/MEL & project pack                 |

### Capstone

Fundable project pack + MEL plan.

### Assessment scheme

| Instrument                                 | Weight      | Evidence and standard                                             |
|--------------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice      | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                      | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                      | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Fundable project pack + MEL plan | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                               | <b>100%</b> |                                                                   |



## RA-EXS-709 · Strategic Management & Planning

|                                     |                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXS-709                                                                                                                          |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T1 Leadership and Governance                                                          |
| <b>Duration and credit</b>          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                   |
| <b>Award</b>                        | RIYAADA Professional Certificate in Strategic Management & Planning                                                                 |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8). |
| <b>Syllabus status</b>              | Documented: Program Book (delivery rhythm and capstone). Gaps in outcomes, session plans and readings are open items (Annex E).     |
| <b>Source references</b>            | PB EXS-709                                                                                                                          |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                              |

### Weekly structure

| Week   | Delivery rhythm (Program Book) |
|--------|--------------------------------|
| Week 1 | Strategy map & OKRs            |
| Week 2 | Portfolio choices & resources  |
| Week 3 | Operating model & QBR          |

### Capstone

Strategy dashboard + QBR.

### Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Strategy dashboard + QBR    | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## T2 · Health Systems Strengthening (3 Short Courses)

Themes 2 to 4 address health systems, hospital operations and emergency leadership. Applied assignments and simulations test diagnosis, feasible responses and implementation judgement. Theme 2 connects health-system architecture with policy, financing and service improvement. Learners examine essential public health functions, universal health coverage and organisational resilience. The resulting diagnostics and plans must address the constraints of the institution concerned.

| Code        | Title                                          | Weeks | Contact h | RCP | Page |
|-------------|------------------------------------------------|-------|-----------|-----|------|
| RA-EXN-719  | Health Financing Intensive                     | 3     | 30        | 6   | 107  |
| RA-EXU-716  | Sustainability Management                      | 3     | 30        | 6   | 108  |
| RA-HSMW-723 | Health Systems Management Seminar and Workshop | 4     | 40        | 8   | 109  |

### RA-EXN-719 · Health Financing Intensive

|                              |                                                                                                                                     |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-EXN-719                                                                                                                          |
| Family, level and theme      | Short Course · RL2 Professional Certificate · T2 Health Systems Strengthening                                                       |
| Duration and credit          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                   |
| Award                        | RIYAADA Professional Certificate in Health Financing Intensive                                                                      |
| Target participants          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8). |
| Syllabus status              | Documented: Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E).                  |
| Source references            | PHI 8.5 EXF-708                                                                                                                     |
| Code note                    | Distinct module that carries the code EXF-708 in the Programme Philosophy.                                                          |
| Course owner and review date | To be named (Annex E).                                                                                                              |

#### Course description

A focused three-week module covering the foundations of health financing advanced purchasing and costing strategies and the development of a mini-UHC model as a capstone project.

#### Weekly structure

The sources give only the duration (3 weeks, about 30 hours). The week-by-week rhythm is an open item (Annex E).

#### Capstone

No capstone deliverable is named in the sources (open item, Annex E).

#### Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Capstone deliverable        | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## RA-EXU-716 · Sustainability Management

|                                     |                                                                                                                                                                    |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXU-716                                                                                                                                                         |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T2 Health Systems Strengthening                                                                                      |
| <b>Duration and credit</b>          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                                                  |
| <b>Award</b>                        | RIYAADA Professional Certificate in Sustainability Management                                                                                                      |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8).                                |
| <b>Syllabus status</b>              | Documented: Program Book (delivery rhythm and capstone) and Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E). |
| <b>Source references</b>            | PB EXU-716; PHI 8.6 EXU-716                                                                                                                                        |
| <b>Alternative title</b>            | Sustainability and System Transitions (Programme Philosophy)                                                                                                       |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                             |

### Course description

This executive micro-credential provides frameworks for sustainability transition planning and resilience building in health systems.

### Weekly structure

| Week          | Delivery rhythm (Program Book) |
|---------------|--------------------------------|
| <b>Week 1</b> | Baselines & audits             |
| <b>Week 2</b> | Efficiency & ROI               |
| <b>Week 3</b> | Green procurement & dashboards |

### Capstone

Sustainability dashboard + plan.

### Assessment scheme

| Instrument                                | Weight      | Evidence and standard                                             |
|-------------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice     | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                     | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                     | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Sustainability dashboard + plan | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                              | <b>100%</b> |                                                                   |



## RA-HSMW-723 · Health Systems Management Seminar and Workshop

|                              |                                                                                                                                        |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-HSMW-723                                                                                                                            |
| Family and level             | Short Course · RL2 Professional Certificate                                                                                            |
| Theme                        | T2 Health Systems Strengthening                                                                                                        |
| Duration and hours           | Up to 4 weeks · 40 contact hours (proposed)                                                                                            |
| Credit                       | 8 RCP · 80 notional hours (proposed; Decision D15)                                                                                     |
| Award                        | RIYAADA Professional Certificate in Health Systems Management                                                                          |
| Target participants          | Participants advancing expertise in Health Systems Strengthening principles; problem solving with role-plays and clinical simulations. |
| Syllabus status              | Documented: Program Book §10 (objectives, structure, assessment and outputs). Hours are not stated in the source.                      |
| Source references            | Program Book §10 Seminar and Workshop: Health Systems Management                                                                       |
| Course owner and review date | To be named (Annex E).                                                                                                                 |

### Course description

An intensive four-week programme to advance participants' expertise in Health Systems Strengthening (HSS) principles, sharpen analytical and problem-solving abilities, and deliver hands-on experience through role-plays and clinical simulations. The curriculum incorporates structured remediation to address learning gaps and support ongoing professional development.

### Objectives

- OBJ1** Deepen understanding of HSS frameworks and their application in practical healthcare settings.
- OBJ2** Enhance problem-solving skills through engagement with case studies and clinical scenarios.
- OBJ3** Build practical competencies via interactive role-plays and targeted clinical sessions.
- OBJ4** Provide tailored remediation and focused instruction to ensure proficiency across key domains of health systems management.

### Weekly structure

| Week   | Focus                                                                                                                                                |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | Foundations: core concepts in health systems management, including essential frameworks, stakeholder analysis and system mapping.                    |
| Week 2 | Case studies and laboratory sessions: application of theory to real-life and simulated cases through laboratory exercises and group discussions.     |
| Week 3 | Governance scenarios: scenario-based learning on policy implementation, leadership skills and accountability within diverse healthcare environments. |
| Week 4 | Evaluation clinic and integrated assignment: integration of course material and translation of knowledge into practical strategies.                  |



## Assessment scheme

| Instrument                                                   | Weight      | Evidence and standard                                                                                                                                                        |
|--------------------------------------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Participation and reflective practice (source: "Attendance") | 20%         | Active participation and consistent involvement throughout the seminar series. Attendance is a gate under Chapter 7, not a mark; the 20% is therefore read as participation. |
| Group case studies                                           | 30%         | Collaborative analysis and presentation demonstrating teamwork and applied problem solving.                                                                                  |
| Individual assignment                                        | 20%         | Individual project reflecting critical analysis and synthesis of health-systems topics.                                                                                      |
| Final assessment                                             | 30%         | Summative evaluation of the theoretical knowledge and practical skills developed during the workshop.                                                                        |
| <b>Total</b>                                                 | <b>100%</b> |                                                                                                                                                                              |

## Expected outputs

- A detailed systems map illustrating the components of the health system and their interrelationships.
- An improvement backlog highlighting priority areas for intervention and resource allocation.
- A 90-day action brief articulating immediate, evidence-based steps to enhance health-system performance.



### T3 · Hospital Administration and Clinical Governance (2 Short Courses)

Theme 3 addresses hospital governance, operations, safety and risk. Learners examine how resources, patient pathways and accountability affect service performance. Assignments must produce implementable improvements, with defined measures and responsibility for review.

| Code       | Title                                | Weeks | Contact h | RCP | Page |
|------------|--------------------------------------|-------|-----------|-----|------|
| RA-EXE-705 | Emergency & Trauma Leadership        | 3     | 30        | 6   | 111  |
| RA-EXQ-706 | Quality Improvement & Patient Safety | 3     | 30        | 6   | 112  |

#### RA-EXE-705 · Emergency & Trauma Leadership

|                              |                                                                                                                                                                    |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-EXE-705                                                                                                                                                         |
| Family, level and theme      | Short Course · RL2 Professional Certificate · T3 Hospital Administration and Clinical Governance                                                                   |
| Duration and credit          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                                                  |
| Award                        | RIYAADA Professional Certificate in Emergency & Trauma Leadership                                                                                                  |
| Target participants          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8).                                |
| Syllabus status              | Documented: Program Book (delivery rhythm and capstone) and Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E). |
| Source references            | PB EXE-705; PHI 9.6 EXE-705                                                                                                                                        |
| Alternative title            | Emergency and Hospital Preparedness (Programme Philosophy)                                                                                                         |
| Course owner and review date | To be named (Annex E).                                                                                                                                             |

#### Course description

A targeted three-week module on emergency systems coordination and command and simulation-based preparedness culminating in an Emergency Preparedness Pack.

#### Weekly structure

| Week   | Delivery rhythm (Program Book) |
|--------|--------------------------------|
| Week 1 | ICS/EOC fundamentals           |
| Week 2 | Hazards & IAP template         |
| Week 3 | Triage/surge/logistics + AAR   |

#### Capstone

Incident Action Plan + AAR.

#### Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Incident Action Plan + AAR  | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## RA-EXQ-706 · Quality Improvement & Patient Safety

|                                     |                                                                                                                                                                    |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXQ-706                                                                                                                                                         |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T3 Hospital Administration and Clinical Governance                                                                   |
| <b>Duration and credit</b>          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                                                  |
| <b>Award</b>                        | RIYAADA Professional Certificate in Quality Improvement & Patient Safety                                                                                           |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8).                                |
| <b>Syllabus status</b>              | Documented: Program Book (delivery rhythm and capstone) and Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E). |
| <b>Source references</b>            | PB EXQ-706; PHI 9.5 EXQ-706                                                                                                                                        |
| <b>Alternative title</b>            | Quality Improvement in Healthcare (Programme Philosophy)                                                                                                           |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                             |

### Course description

An intensive three-week programme covering QI foundations root-cause analysis QI models and hands-on implementation labs culminating in a capstone mini-QI project.

### Weekly structure

| Week   | Delivery rhythm (Program Book) |
|--------|--------------------------------|
| Week 1 | Safety culture & RCA           |
| Week 2 | Indicators & sprint design     |
| Week 3 | Implementation & sustainment   |

### Capstone

QI sprint results brief.

### Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: QI sprint results brief     | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## T4 · Emergency and Outbreak Leadership (2 Short Courses)

Theme 4 develops emergency coordination, crisis communication and multi-agency leadership. Learners interpret surveillance signals, organise an operational response and use simulation evidence to identify preparedness gaps. Plans must define authority, escalation and coordination responsibilities.

| Code       | Title                                   | Weeks | Contact h | RCP | Page |
|------------|-----------------------------------------|-------|-----------|-----|------|
| RA-EXF-708 | Crisis Management & Strategic Foresight | 3     | 30        | 6   | 113  |
| RA-EXO-717 | Outbreak Management & Rapid Response    | 3     | 30        | 6   | 114  |

### RA-EXF-708 · Crisis Management & Strategic Foresight

|                              |                                                                                                                                     |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-EXF-708                                                                                                                          |
| Family, level and theme      | Short Course · RL2 Professional Certificate · T4 Emergency and Outbreak Leadership                                                  |
| Duration and credit          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                   |
| Award                        | RIYAADA Professional Certificate in Crisis Management & Strategic Foresight                                                         |
| Target participants          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8). |
| Syllabus status              | Documented: Program Book (delivery rhythm and capstone). Gaps in outcomes, session plans and readings are open items (Annex E).     |
| Source references            | PB EXF-708                                                                                                                          |
| Course owner and review date | To be named (Annex E).                                                                                                              |

### Weekly structure

| Week   | Delivery rhythm (Program Book) |
|--------|--------------------------------|
| Week 1 | Foresight & risk radar         |
| Week 2 | Playbook & comms protocols     |
| Week 3 | Decision cell sim & AAR        |

### Capstone

Crisis playbook + backlog.

### Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Crisis playbook + backlog   | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## RA-EXO-717 · Outbreak Management & Rapid Response

|                                     |                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXO-717                                                                                                                          |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T4 Emergency and Outbreak Leadership                                                  |
| <b>Duration and credit</b>          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                   |
| <b>Award</b>                        | RIYAADA Professional Certificate in Outbreak Management & Rapid Response                                                            |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8). |
| <b>Syllabus status</b>              | Documented: Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E).                  |
| <b>Source references</b>            | PHI 10.4 EXP-704                                                                                                                    |
| <b>Code note</b>                    | Distinct module that carries the code EXP-704 in the Programme Philosophy.                                                          |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                              |

### Course description

An intensive three-week module dedicated to outbreak detection coordination and simulation-based rapid response culminating in a capstone rapid response pack.

### Weekly structure

The sources give only the duration (3 weeks, about 30 hours). The week-by-week rhythm is an open item (Annex E).

### Capstone

No capstone deliverable is named in the sources (open item, Annex E).

### Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Capstone deliverable        | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## T5 · Data, Epidemiology and Digital Health (2 Short Courses)

Theme 5 develops data, epidemiological and digital-system capabilities. Learners examine the quality and limitations of information before using it in decisions. The modules connect analysis with surveillance, institutional planning and accountable information governance.

| Code       | Title                                        | Weeks | Contact h | RCP | Page |
|------------|----------------------------------------------|-------|-----------|-----|------|
| RA-EXD-703 | Data for Decision-Making (DHIS2 & Analytics) | 3     | 30        | 6   | 115  |
| RA-EXR-714 | Executive R&D for Health Systems             | 3     | 30        | 6   | 116  |

### RA-EXD-703 · Data for Decision-Making (DHIS2 & Analytics)

|                              |                                                                                                                                                                    |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-EXD-703                                                                                                                                                         |
| Family, level and theme      | Short Course · RL2 Professional Certificate · T5 Data, Epidemiology and Digital Health                                                                             |
| Duration and credit          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                                                  |
| Award                        | RIYAADA Professional Certificate in Data for Decision-Making (DHIS2 & Analytics)                                                                                   |
| Target participants          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8).                                |
| Syllabus status              | Documented: Program Book (delivery rhythm and capstone) and Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E). |
| Source references            | PB EXD-703; PHI 11.3 EXD-703                                                                                                                                       |
| Alternative title            | Digital Health and Health Management Information Systems Intensive (Programme Philosophy)                                                                          |
| Course owner and review date | To be named (Annex E).                                                                                                                                             |

### Weekly structure

| Week   | Delivery rhythm (Program Book)  | Content focus (Programme Philosophy)               |
|--------|---------------------------------|----------------------------------------------------|
| Week 1 | Indicator logic & dictionary    | Foundations of DHIS2 and Digital Health Systems    |
| Week 2 | DQ checks & dashboard prototype | Data Quality Assessment and Improvement Strategies |
| Week 3 | Review huddles & action memo    | Dashboard Design, Implementation, and Governance   |

### Capstone

Program Book: Live dashboard + memo. Programme Philosophy: Digital Health Dashboard.

### Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Live dashboard + memo       | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## RA-EXR-714 · Executive R&D for Health Systems

|                                     |                                                                                                                                                                    |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXR-714                                                                                                                                                         |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T5 Data, Epidemiology and Digital Health                                                                             |
| <b>Duration and credit</b>          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                                                  |
| <b>Award</b>                        | RIYAADA Professional Certificate in Executive R&D for Health Systems                                                                                               |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8).                                |
| <b>Syllabus status</b>              | Documented: Program Book (delivery rhythm and capstone) and Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E). |
| <b>Source references</b>            | PB EXR-714; PHI 11.4 EXR-714                                                                                                                                       |
| <b>Alternative title</b>            | Health Research and Evidence Intensive (Programme Philosophy)                                                                                                      |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                             |

### Weekly structure

| Week          | Delivery rhythm (Program Book)       | Content focus (Programme Philosophy)     |
|---------------|--------------------------------------|------------------------------------------|
| <b>Week 1</b> | Question design & scope              | Research Methodology and Design          |
| <b>Week 2</b> | Methods & data governance            | Evidence Synthesis and Appraisal         |
| <b>Week 3</b> | Translational products & impact plan | Proposal Development for Health Research |

### Capstone

Program Book: Policy-oriented research brief. Programme Philosophy: Research Proposal and Evidence Brief.

### Assessment scheme

| Instrument                               | Weight      | Evidence and standard                                             |
|------------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice    | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                    | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                    | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Policy-oriented research brief | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                             | <b>100%</b> |                                                                   |



## T6 · Executive and Cross-Cutting Skills (8 Short Courses)

Theme 6 strengthens communication, foresight and judgement for senior decision-makers. Learners analyse uncertainty, demographic change and stakeholder needs. Short programmes produce focused executive outputs that can support a specific institutional decision.

| Code       | Title                                                    | Weeks | Contact h | RCP | Page |
|------------|----------------------------------------------------------|-------|-----------|-----|------|
| RA-EXA-721 | Applied Demography for Policy Leaders                    | 3     | 30        | 6   | 117  |
| RA-EXC-707 | Critical Thinking & Problem-Solving                      | 2     | 20        | 4   | 118  |
| RA-EXD-712 | Demographic Studies for Health Policy                    | 2     | 20        | 4   | 119  |
| RA-EXH-711 | Social & Population Development                          | 2     | 20        | 4   | 120  |
| RA-EXI-722 | Decision-Making Under Uncertainty                        | 3     | 30        | 6   | 121  |
| RA-EXM-718 | Executive Communication, Influence & Strategic Messaging | 3     | 30        | 6   | 122  |
| RA-EXP-710 | Policy Design & Planning                                 | 2     | 20        | 4   | 123  |
| RA-EXV-720 | Strategic Foresight & Scenario Planning                  | 3     | 30        | 6   | 124  |

### RA-EXA-721 · Applied Demography for Policy Leaders

|                              |                                                                                                                                     |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-EXA-721                                                                                                                          |
| Family, level and theme      | Short Course · RL2 Professional Certificate · T6 Executive and Cross-Cutting Skills                                                 |
| Duration and credit          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                   |
| Award                        | RIYAADA Professional Certificate in Applied Demography for Policy Leaders                                                           |
| Target participants          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8). |
| Syllabus status              | Documented: Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E).                  |
| Source references            | PHI 12.3 EXH-711                                                                                                                    |
| Code note                    | Distinct module that carries the code EXH-711 in the Programme Philosophy.                                                          |
| Course owner and review date | To be named (Annex E).                                                                                                              |

### Course description

This intensive module explores demographic transitions, fertility and migration patterns, population modelling, and their implications for effective health system planning and resource allocation.

### Weekly structure

The sources give only the duration (3 weeks, about 30 hours). The week-by-week rhythm is an open item (Annex E).

### Capstone

Population Projection Model.

**Assessment scheme**

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Population Projection Model | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |

**RA-EXC-707 · Critical Thinking & Problem-Solving**

|                                     |                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXC-707                                                                                                                          |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T6 Executive and Cross-Cutting Skills                                                 |
| <b>Duration and credit</b>          | 2 weeks · 20 contact hours · 4 RCP · 40 notional hours (contact : notional = 1 : 2; Decision D11)                                   |
| <b>Award</b>                        | RIYAADA Professional Certificate in Critical Thinking & Problem-Solving                                                             |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8). |
| <b>Syllabus status</b>              | Documented: Program Book (delivery rhythm and capstone). Gaps in outcomes, session plans and readings are open items (Annex E).     |
| <b>Source references</b>            | PB EXC-707                                                                                                                          |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                              |

**Weekly structure**

| Week          | Delivery rhythm (Program Book)     |
|---------------|------------------------------------|
| <b>Week 1</b> | Structured reasoning & debiasing   |
| <b>Week 2</b> | Evidence appraisal & decision memo |

**Capstone**

Decision memo + defence.

**Assessment scheme**

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Decision memo + defence     | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## RA-EXD-712 · Demographic Studies for Health Policy

|                                     |                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXD-712                                                                                                                          |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T6 Executive and Cross-Cutting Skills                                                 |
| <b>Duration and credit</b>          | 2 weeks · 20 contact hours · 4 RCP · 40 notional hours (contact : notional = 1 : 2; Decision D11)                                   |
| <b>Award</b>                        | RIYAADA Professional Certificate in Demographic Studies for Health Policy                                                           |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8). |
| <b>Syllabus status</b>              | Documented: Program Book (delivery rhythm and capstone). Gaps in outcomes, session plans and readings are open items (Annex E).     |
| <b>Source references</b>            | PB EXD-712                                                                                                                          |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                              |

### Weekly structure

| Week   | Delivery rhythm (Program Book) |
|--------|--------------------------------|
| Week 1 | Indicators & projections       |
| Week 2 | Implications & policy brief    |

### Capstone

Demography-to-policy brief.

### Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Demography-to-policy brief  | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## RA-EXH-711 · Social & Population Development

|                                     |                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXH-711                                                                                                                          |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T6 Executive and Cross-Cutting Skills                                                 |
| <b>Duration and credit</b>          | 2 weeks · 20 contact hours · 4 RCP · 40 notional hours (contact : notional = 1 : 2; Decision D11)                                   |
| <b>Award</b>                        | RIYAADA Professional Certificate in Social & Population Development                                                                 |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8). |
| <b>Syllabus status</b>              | Documented: Program Book (delivery rhythm and capstone). Gaps in outcomes, session plans and readings are open items (Annex E).     |
| <b>Source references</b>            | PB EXH-711                                                                                                                          |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                              |

### Weekly structure

| Week   | Delivery rhythm (Program Book)    |
|--------|-----------------------------------|
| Week 1 | Equity & vulnerability diagnostic |
| Week 2 | Delivery systems & outcomes       |

### Capstone

Programme concept + results framework.

### Assessment scheme

| Instrument                                      | Weight      | Evidence and standard                                             |
|-------------------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice           | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                           | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                           | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Programme concept + results framework | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                                    | <b>100%</b> |                                                                   |



## RA-EXI-722 · Decision-Making Under Uncertainty

|                                     |                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXI-722                                                                                                                          |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T6 Executive and Cross-Cutting Skills                                                 |
| <b>Duration and credit</b>          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                   |
| <b>Award</b>                        | RIYAADA Professional Certificate in Decision-Making Under Uncertainty                                                               |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8). |
| <b>Syllabus status</b>              | Documented: Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E).                  |
| <b>Source references</b>            | PHI 12.4 EXD-712                                                                                                                    |
| <b>Code note</b>                    | Distinct module that carries the code EXD-712 in the Programme Philosophy.                                                          |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                              |

### Course description

This module examines behavioural influences and structured decision-making under uncertainty. Learners compare options, document assumptions and use scenario-based exercises to test judgement. The executive decision pack must state uncertainty and the conditions that would justify revising a decision.

### Weekly structure

The sources give only the duration (3 weeks, about 30 hours). The week-by-week rhythm is an open item (Annex E).

### Capstone

Executive Decision Pack.

### Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Executive Decision Pack     | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## RA-EXM-718 · Executive Communication, Influence & Strategic Messaging

|                                     |                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXM-718                                                                                                                          |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T6 Executive and Cross-Cutting Skills                                                 |
| <b>Duration and credit</b>          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                   |
| <b>Award</b>                        | RIYAADA Professional Certificate in Executive Communication, Influence & Strategic Messaging                                        |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8). |
| <b>Syllabus status</b>              | Documented: Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E).                  |
| <b>Source references</b>            | PHI 12.1 EXC-707                                                                                                                    |
| <b>Code note</b>                    | Distinct module that carries the code EXC-707 in the Programme Philosophy.                                                          |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                              |

### Course description

This module develops concise policy and strategy communication for technical and senior audiences. Learners practise evidence selection, audience analysis and crisis messaging. The communication portfolio must explain a decision, its supporting evidence and the action sought.

Category: Communication and Influence.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Write structured and persuasive policy and strategy briefs for senior audiences.
- LO2** Communicate complex technical information with clarity and impact.
- LO3** Demonstrate leadership in crisis communication environments.
- LO4** Establish and sustain influence across multidisciplinary stakeholder groups.

### Weekly structure

The sources give only the duration (3 weeks, about 30 hours). The week-by-week rhythm is an open item (Annex E).

### Capstone

Executive Communication Portfolio.

### Assessment scheme

| Instrument                                  | Weight      | Evidence and standard                                             |
|---------------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice       | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                       | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                       | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Executive Communication Portfolio | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                                | <b>100%</b> |                                                                   |



## RA-EXP-710 · Policy Design & Planning

|                                     |                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXP-710                                                                                                                          |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T6 Executive and Cross-Cutting Skills                                                 |
| <b>Duration and credit</b>          | 2 weeks · 20 contact hours · 4 RCP · 40 notional hours (contact : notional = 1 : 2; Decision D11)                                   |
| <b>Award</b>                        | RIYAADA Professional Certificate in Policy Design & Planning                                                                        |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8). |
| <b>Syllabus status</b>              | Documented: Program Book (delivery rhythm and capstone). Gaps in outcomes, session plans and readings are open items (Annex E).     |
| <b>Source references</b>            | PB EXP-710                                                                                                                          |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                              |

### Weekly structure

| Week   | Delivery rhythm (Program Book) |
|--------|--------------------------------|
| Week 1 | ToC & political economy        |
| Week 2 | Instrument design, KPIs & plan |

### Capstone

Policy options paper + plan.

### Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Policy options paper + plan | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## RA-EXV-720 · Strategic Foresight & Scenario Planning

|                                     |                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EXV-720                                                                                                                          |
| <b>Family, level and theme</b>      | Short Course · RL2 Professional Certificate · T6 Executive and Cross-Cutting Skills                                                 |
| <b>Duration and credit</b>          | 3 weeks · 30 contact hours · 6 RCP · 60 notional hours (contact : notional = 1 : 2; Decision D11)                                   |
| <b>Award</b>                        | RIYAADA Professional Certificate in Strategic Foresight & Scenario Planning                                                         |
| <b>Target participants</b>          | Working professionals and executives seeking focused upskilling; Tier 02 and Tier 03 by default, Tier 01 by nomination (Chapter 8). |
| <b>Syllabus status</b>              | Documented: Programme Philosophy (outline). Gaps in outcomes, session plans and readings are open items (Annex E).                  |
| <b>Source references</b>            | PHI 12.2 EXP-710                                                                                                                    |
| <b>Code note</b>                    | Distinct module that carries the code EXP-710 in the Programme Philosophy.                                                          |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                              |

### Course description

This module equips participants with the analytical tools necessary to anticipate emerging trends, construct plausible scenarios, and rigorously stress-test strategic plans. Emphasis is placed on foresight methodologies that support proactive leadership and enhance organisational resilience.

Category: Foresight and Scenario Modelling.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Conduct comprehensive horizon scanning to identify future risks and opportunities.
- LO2** Develop and analyse scenarios to inform strategic planning.
- LO3** Apply stress-testing techniques to evaluate the robustness of policy and operational strategies.

### Weekly structure

The sources give only the duration (3 weeks, about 30 hours). The week-by-week rhythm is an open item (Annex E).

### Capstone

Strategic Foresight Dossier.

### Assessment scheme

| Instrument                            | Weight      | Evidence and standard                                             |
|---------------------------------------|-------------|-------------------------------------------------------------------|
| Participation and reflective practice | 20%         | Rubric R (RUB-803; Annex H).                                      |
| Applied assignment(s)                 | 25%         | Applied tool, brief or analysis from the weekly rhythm; Rubric A. |
| Project or simulation                 | 25%         | Observed project or simulation; Rubric S (RUB-804).               |
| Capstone: Strategic Foresight Dossier | 30%         | Brief and presentation; Rubrics C and D (RUB-801, 802).           |
| <b>Total</b>                          | <b>100%</b> |                                                                   |



## Part V ▪ Long Courses

Twenty-one twelve-week courses in six themes, each carrying seven or ten RIYAADA Credit Points.

- Chapter 19 Long Courses



## 19 Long Courses

Twenty-one twelve-week courses in six Themes, formerly described as “degree-level” courses.

### 19.1 Standard model

Long Courses are the extended professional modules of the Program Book and the Programme Philosophy. Each runs for twelve weeks, builds toward a substantive capstone and leads to a RIYAADA Professional Certificate (RL2). They replace the former description “degree-level” or “degree course”, which RIYAADA cannot support with documentary evidence of degree equivalence (Chapter 5).

**Table 60 • The 12-week pattern (Programme Philosophy §6)**

| Weeks | Stage             | Learning emphasis                                   |
|-------|-------------------|-----------------------------------------------------|
| 1–3   | Foundations       | Conceptual frameworks and diagnostic methodologies. |
| 4–6   | Applied systems   | Operational methods and analytical practice.        |
| 7–9   | Integration       | Synthesis, design and strategic planning.           |
| 10    | Diagnostic review | Diagnostic review and feedback clinic.              |
| 11    | Application       | Laboratories, workshops and practical application.  |
| 12    | Capstone          | Capstone project submission and presentation.       |

**Table 61 • Credit conversion for Long Courses (Decision D10)**

| Legacy credits | Notional hours | Contact hours | Unified credit | Courses |
|----------------|----------------|---------------|----------------|---------|
| 3              | 108            | 36            | 10 RCP         | 17      |
| 2              | 72             | 24            | 7 RCP          | 4       |

The Program Book states credits (3 or 2) but not what a credit represents. This edition defines one legacy credit as 36 notional hours (12 contact and 24 independent hours). Seventeen of the 21 Long Courses carry three credits and four carry two. Attendance of at least 80% and the award gates of Chapter 7 apply to every Long Course. RA-HSLD-609 has no Program Book entry; it is assigned three credits (10 RCP) on the pattern of its theme (proposed).

#### Source coverage

The Program Book describes the 12-week outline of the twelve additional core and elective courses (RA-PHSD-611 to RA-RSCH-622) only as a shared structure of foundations, tools, application, and review and assessment. Week-by-week outlines for most of them come from the Programme Philosophy; two (RA-PHSC-621 and RA-RSCH-622) have neither, and appear here as course cards.



## T1 · Leadership and Governance (4 Long Courses)

This theme prepares both new and experienced leaders with the theoretical foundation, practical skills, and ethical perspective necessary to govern organisations, lead reforms, and motivate teams in fragile settings. The Programme Philosophy lists this Theme's Executive Micro-Credentials as "Integrated Executive Micro-Credentials"; in this book they are the Short Courses of Theme T1 (Chapter 18).

| Code        | Title                                              | Legacy credits | Contact h | RCP | Page |
|-------------|----------------------------------------------------|----------------|-----------|-----|------|
| RA-HSLD-601 | Healthcare Administration & Governance             | 3              | 36        | 10  | 127  |
| RA-HSLD-602 | Leadership in Fragile & Conflict-Affected Settings | 3              | 36        | 10  | 130  |
| RA-HSLD-603 | Strategic Planning & Execution                     | 3              | 36        | 10  | 132  |
| RA-HSLD-605 | Healthcare Law, Policy & Ethics                    | 3              | 36        | 10  | 134  |

### RA-HSLD-601 · Healthcare Administration & Governance

|                              |                                                                                                                                                                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-HSLD-601                                                                                                                                                                                                                                                     |
| Family and level             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| Theme                        | T1 Leadership and Governance                                                                                                                                                                                                                                    |
| Category                     | Core Governance & Leadership                                                                                                                                                                                                                                    |
| Duration and hours           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| Credit                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| Award                        | RIYAADA Professional Certificate in Healthcare Administration & Governance                                                                                                                                                                                      |
| Target participants          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| Delivery                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| Syllabus status              | Documented: Program Book and Programme Philosophy.                                                                                                                                                                                                              |
| Source references            | PB HSLD-601; PHI 7.1 HSLD-601                                                                                                                                                                                                                                   |
| Alternative title            | Leadership and Governance in Health Systems (Programme Philosophy)                                                                                                                                                                                              |
| Course owner and review date | To be named (Annex E).                                                                                                                                                                                                                                          |

#### Course description

This module examines governance models, organisational design and accountability in health systems. Learners analyse decision rights and oversight arrangements in resource-constrained institutions. Applied work converts the diagnosis into charters, delegation tools and a governance improvement plan.

#### Learning outcomes

On successful completion, participants will be able to:

- LO1** Analyse governance and accountability structures across ministries, agencies, and health facilities.
- LO2** Design institutional governance instruments such as charters, terms of reference, RACI matrices, and delegation frameworks.
- LO3** Develop governance dashboards and performance compacts.
- LO4** Conduct governance diagnostics and prepare improvement plans.

**Outcome statements (Program Book)**

- Map governance.
- design decision rights.
- draft accountability instruments.

**Weekly outline**

| Week    | Program Book                           | Programme Philosophy                                                |
|---------|----------------------------------------|---------------------------------------------------------------------|
| Week 1  | Health sector governance & stewardship | Principles of governance and stewardship                            |
| Week 2  | Org design & spans of control          | Organisational design, spans of control, institutional architecture |
| Week 3  | Boards/committees & decision rights    | Decision-rights frameworks, delegation of authority                 |
| Week 4  | Policy-to-operations alignment         | Governance tools aligning policy and operations                     |
| Week 5  | Accountability compacts & KPIs         | Performance compacts, oversight cycles, monitoring                  |
| Week 6  | Integrity & conflict of interest       | Institutional integrity, conflict of interest, ethical behaviour    |
| Week 7  | Contracts/MoUs & partner management    | Partner management – MoUs, agreements, controls                     |
| Week 8  | Public reporting & transparency        | Transparency, reporting, public accountability                      |
| Week 9  | Change management & adoption           | Leading organisational change, adoption strategies                  |
| Week 10 | Midterm clinic: governance diagnostics | Governance diagnostics clinic                                       |
| Week 11 | Draft governance operating manual      | Designing governance dashboards                                     |
| Week 12 | Presentations & peer review            | Capstone – Governance Manual Presentation                           |

**Signature outputs**

- Governance operating manual (charter, ToRs, RACI, KPI dashboard)
- Comprehensive Governance Manual
- Governance Diagnostic Report
- Institutional Accountability Framework

**Assessment scheme**

The two sources give different schemes for the same course. The Academic Board selects one before the first cohort (Decision D18); until then the Program Book scheme is the default for RA-HSLD-601, 602, 607 and 608.

Program Book scheme:

| Instrument    | Weight      | Evidence and standard |
|---------------|-------------|-----------------------|
| Case memo     | 20%         |                       |
| Manual        | 50%         |                       |
| Presentation  | 20%         |                       |
| Participation | 10%         |                       |
| <b>Total</b>  | <b>100%</b> |                       |



Programme Philosophy scheme (alternative):

| Instrument            | Weight      | Evidence and standard |
|-----------------------|-------------|-----------------------|
| Governance Diagnostic | 30%         |                       |
| Governance Manual     | 40%         |                       |
| Presentation          | 20%         |                       |
| Participation         | 10%         |                       |
| <b>Total</b>          | <b>100%</b> |                       |



## RA-HSLD-602 · Leadership in Fragile & Conflict-Affected Settings

|                              |                                                                                                                                                                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-HSLD-602                                                                                                                                                                                                                                                     |
| Family and level             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| Theme                        | T1 Leadership and Governance                                                                                                                                                                                                                                    |
| Category                     | Adaptive Leadership & Negotiation                                                                                                                                                                                                                               |
| Duration and hours           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| Credit                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| Award                        | RIYAADA Professional Certificate in Leadership in Fragile & Conflict-Affected Settings                                                                                                                                                                          |
| Target participants          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| Delivery                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| Syllabus status              | Documented: Program Book and Programme Philosophy.                                                                                                                                                                                                              |
| Source references            | PB HSLD-602; PHI 7.2 HSLD-602                                                                                                                                                                                                                                   |
| Alternative title            | Adaptive Leadership in Fragile and Complex Environments (Programme Philosophy)                                                                                                                                                                                  |
| Course owner and review date | To be named (Annex E).                                                                                                                                                                                                                                          |

### Course description

This course provides a thorough examination of adaptive leadership, sensemaking, crisis communication, and stakeholder management. It addresses the unique leadership demands found in fragile states where stability is challenged, resources limited, and uncertainty prevalent.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Distinguish between complex and technical problems.
- LO2** Conduct systems-level stakeholder analyses.
- LO3** Apply negotiation and influence strategies.
- LO4** Lead teams through uncertainty and change.
- LO5** Devise adaptive action strategies.

### Outcome statements (Program Book)

- Diagnose adaptive challenges.
- lead ethically.
- negotiate win–win outcomes.

### Weekly outline

| Week   | Program Book                     | Programme Philosophy                         |
|--------|----------------------------------|----------------------------------------------|
| Week 1 | Adaptive vs technical leadership | Foundations of adaptive leadership           |
| Week 2 | Ethics & legitimacy              | Diagnosing adaptive vs. technical challenges |
| Week 3 | Sensemaking & prioritisation     | Systems mapping, stakeholder analysis        |



| Week    | Program Book                     | Programme Philosophy                        |
|---------|----------------------------------|---------------------------------------------|
| Week 4  | Stakeholder mapping & influence  | Negotiation, persuasion, influence          |
| Week 5  | Negotiation & coalition-building | Crisis and strategic communication          |
| Week 6  | Team dynamics & safety           | Exercising leadership under pressure        |
| Week 7  | Resilience & wellbeing           | Leading teams, coalition building           |
| Week 8  | Crisis communication             | Political navigation in fragile settings    |
| Week 9  | Mentorship & talent              | Cross-institutional coordination            |
| Week 10 | Field cases clinic               | Diagnostic review clinic                    |
| Week 11 | Leadership reflection portfolio  | Action plan development                     |
| Week 12 | Capstone presentations           | Capstone – Leadership Strategy Presentation |

### Signature outputs

- 90-day action plan + leadership journal
- 90-Day Leadership Action Plan
- Adaptive Challenge Analysis

### Assessment scheme

The two sources give different schemes for the same course. The Academic Board selects one before the first cohort (Decision D18); until then the Program Book scheme is the default for RA-HSLD-601, 602, 607 and 608.

Program Book scheme:

| Instrument      | Weight      | Evidence and standard |
|-----------------|-------------|-----------------------|
| Portfolio       | 35%         |                       |
| Negotiation sim | 25%         |                       |
| Action plan     | 30%         |                       |
| Participation   | 10%         |                       |
| <b>Total</b>    | <b>100%</b> |                       |

Programme Philosophy scheme (alternative):

| Instrument                 | Weight      | Evidence and standard |
|----------------------------|-------------|-----------------------|
| Leadership Diagnostic      | 25%         |                       |
| Adaptive Challenge Project | 40%         |                       |
| Briefing Presentation      | 20%         |                       |
| Participation              | 15%         |                       |
| <b>Total</b>               | <b>100%</b> |                       |



## RA-HSLD-603 · Strategic Planning & Execution

|                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-HSLD-603                                                                                                                                                                                                                                                     |
| <b>Family and level</b>             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| <b>Theme</b>                        | T1 Leadership and Governance                                                                                                                                                                                                                                    |
| <b>Duration and hours</b>           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| <b>Credit</b>                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| <b>Award</b>                        | RIYAADA Professional Certificate in Strategic Planning & Execution                                                                                                                                                                                              |
| <b>Target participants</b>          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| <b>Delivery</b>                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| <b>Syllabus status</b>              | Documented: Program Book.                                                                                                                                                                                                                                       |
| <b>Source references</b>            | PB HSLD-603                                                                                                                                                                                                                                                     |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                                                                                                                          |

### Outcome statements (Program Book)

- Build strategy and OKRs.
- dashboards.
- quarterly reviews.

### Weekly outline

| Week    | Program Book                    |
|---------|---------------------------------|
| Week 1  | Strategy maps & ToC             |
| Week 2  | Measurable outcomes & OKRs      |
| Week 3  | Prioritization (MoSCoW, RICE)   |
| Week 4  | Portfolio & resource alignment  |
| Week 5  | Operating model & service lines |
| Week 6  | Risk registers & mitigation     |
| Week 7  | Dashboards & review cadences    |
| Week 8  | Learning loops & adaptation     |
| Week 9  | Benefits realisation            |
| Week 10 | Midterm review board            |
| Week 11 | QBR simulation                  |
| Week 12 | Capstone demos                  |

### Signature outputs

- Strategic plan + OKR dashboard + QBR deck



## Assessment scheme

Program Book scheme:

| Instrument   | Weight      | Evidence and standard |
|--------------|-------------|-----------------------|
| Plan         | 40%         |                       |
| Dashboard    | 25%         |                       |
| QBR          | 25%         |                       |
| Quiz         | 10%         |                       |
| <b>Total</b> | <b>100%</b> |                       |



## RA-HSLD-605 · Healthcare Law, Policy & Ethics

|                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-HSLD-605                                                                                                                                                                                                                                                     |
| <b>Family and level</b>             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| <b>Theme</b>                        | T1 Leadership and Governance                                                                                                                                                                                                                                    |
| <b>Duration and hours</b>           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| <b>Credit</b>                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| <b>Award</b>                        | RIYAADA Professional Certificate in Healthcare Law, Policy & Ethics                                                                                                                                                                                             |
| <b>Target participants</b>          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| <b>Delivery</b>                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| <b>Syllabus status</b>              | Documented: Program Book.                                                                                                                                                                                                                                       |
| <b>Source references</b>            | PB HSLD-605                                                                                                                                                                                                                                                     |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                                                                                                                          |

### Outcome statements (Program Book)

- Apply law to SOPs.
- draft compliant policies.

### Weekly outline

| Week    | Program Book                |
|---------|-----------------------------|
| Week 1  | Sources of law & regulators |
| Week 2  | Patient rights & consent    |
| Week 3  | Negligence & documentation  |
| Week 4  | Labour/HR law               |
| Week 5  | Contracts & liability       |
| Week 6  | Data protection             |
| Week 7  | Public health powers        |
| Week 8  | Ethics committees           |
| Week 9  | Dispute resolution          |
| Week 10 | Legal memo                  |
| Week 11 | Compliance SOP annex        |
| Week 12 | Oral defenses               |

### Signature outputs

- Legal memo + compliance SOP annex



## Assessment scheme

Program Book scheme:

| Instrument    | Weight      | Evidence and standard |
|---------------|-------------|-----------------------|
| Memo          | 30%         |                       |
| SOP           | 30%         |                       |
| Exam          | 30%         |                       |
| Participation | 10%         |                       |
| <b>Total</b>  | <b>100%</b> |                       |



## T2 · Health Systems Strengthening (6 Long Courses)

Themes 2 to 4 address health systems, hospital operations and emergency leadership. Applied assignments and simulations test diagnosis, feasible responses and implementation judgement. Theme 2 connects health-system architecture with policy, financing and service improvement. Learners examine essential public health functions, universal health coverage and organisational resilience. The resulting diagnostics and plans must address the constraints of the institution concerned. The Programme Philosophy lists this Theme's Executive Micro-Credentials as "Integrated Executive Micro-Credentials"; in this book they are the Short Courses of Theme T2 (Chapter 18).

| Code        | Title                                              | Legacy credits | Contact h | RCP | Page |
|-------------|----------------------------------------------------|----------------|-----------|-----|------|
| RA-HFUC-615 | Health Financing & UHC in Fragile States           | 3              | 36        | 10  | 136  |
| RA-HPOL-614 | Health Policy, Planning & Governance               | 3              | 36        | 10  | 138  |
| RA-HSLD-604 | Health Financial Management & Budgeting            | 3              | 36        | 10  | 140  |
| RA-HSSB-613 | Health Systems Strengthening — Six Building Blocks | 3              | 36        | 10  | 142  |
| RA-PHSC-621 | Pharmaceutical Regulation & Supply Chain           | 2              | 24        | 7   | 144  |
| RA-PHSD-611 | Foundations of Public Health & Social Determinants | 3              | 36        | 10  | 145  |

### RA-HFUC-615 · Health Financing & UHC in Fragile States

|                              |                                                                                                                                                                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-HFUC-615                                                                                                                                                                                                                                                     |
| Family and level             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| Theme                        | T2 Health Systems Strengthening                                                                                                                                                                                                                                 |
| Category                     | Health Economics & UHC                                                                                                                                                                                                                                          |
| Duration and hours           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| Credit                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| Award                        | RIYAADA Professional Certificate in Health Financing & UHC in Fragile States                                                                                                                                                                                    |
| Target participants          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| Delivery                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| Syllabus status              | Documented: Program Book and Programme Philosophy.                                                                                                                                                                                                              |
| Source references            | PB HFUC-615; PHI 8.4 HFUC-615                                                                                                                                                                                                                                   |
| Alternative title            | Health Financing and Universal Health Coverage (Programme Philosophy)                                                                                                                                                                                           |
| Course owner and review date | To be named (Annex E).                                                                                                                                                                                                                                          |

#### Course description

This module examines revenue raising, pooling, purchasing and financial protection. Learners assess fiscal and organisational constraints, compare financing options and examine distributional effects. The applied work must state assumptions and uncertainty when proposing a feasible pathway towards universal health coverage.

#### Learning outcomes

On successful completion, participants will be able to:

**LO1** Analyse fiscal space and financial protection mechanisms in health systems.



- L02** Evaluate health budgets and identify public financial management constraints.
- L03** Compare and critique pooling and provider payment models.
- L04** Assess the feasibility and strategic implementation of UHC in challenging contexts.

## Weekly outline

| Weeks       | Programme Philosophy                                                           |
|-------------|--------------------------------------------------------------------------------|
| Weeks 1–2   | UHC foundations and fiscal space analysis                                      |
| Weeks 3–6   | Financing functions, pooling, payment models, and equity                       |
| Weeks 7–9   | Efficiency, context-specific casework, feasibility modelling                   |
| Weeks 10–12 | Diagnostic review assessment, purchasing reform labs, capstone UHC feasibility |

## Signature outputs

- UHC Feasibility Analysis
- Provider Payment Reform Plan

## Assessment scheme

Programme Philosophy scheme:

| Instrument             | Weight      | Evidence and standard                                   |
|------------------------|-------------|---------------------------------------------------------|
| Financing Analysis     | 30%         | Critical review of national health financing structures |
| Purchasing Reform Plan | 40%         | Development of innovative provider payment solutions    |
| Presentation           | 20%         | Structured oral presentation of reform proposals        |
| Participation          | 10%         | Collaborative case discussions and peer review          |
| <b>Total</b>           | <b>100%</b> |                                                         |



## RA-HPOL-614 · Health Policy, Planning & Governance

|                              |                                                                                                                                                                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-HPOL-614                                                                                                                                                                                                                                                     |
| Family and level             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| Theme                        | T2 Health Systems Strengthening                                                                                                                                                                                                                                 |
| Category                     | Health Policy & Strategy                                                                                                                                                                                                                                        |
| Duration and hours           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| Credit                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| Award                        | RIYAADA Professional Certificate in Health Policy, Planning & Governance                                                                                                                                                                                        |
| Target participants          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| Delivery                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| Syllabus status              | Documented: Program Book and Programme Philosophy.                                                                                                                                                                                                              |
| Source references            | PB HPOL-614; PHI 8.2 HPOL-614                                                                                                                                                                                                                                   |
| Alternative title            | Health Policy, Governance and Strategy (Programme Philosophy)                                                                                                                                                                                                   |
| Course owner and review date | To be named (Annex E).                                                                                                                                                                                                                                          |

### Course description

This module follows health policy from problem definition to implementation. Learners use stakeholder analysis, options appraisal and logic models to examine feasibility and accountability. Outputs include a policy analysis and a strategy model that can support a defined institutional decision.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Critically analyse national and international health policy landscapes.
- LO2** Utilise advanced policy analysis tools, including stakeholder mapping and policy framing.
- LO3** Design strategic logic models to operationalise policy objectives.
- LO4** Draft concise and impactful policy briefs and executive communications.

### Weekly outline

| Weeks       | Programme Philosophy                                                    |
|-------------|-------------------------------------------------------------------------|
| Weeks 1–2   | Policy foundations, problem framing, and agenda-setting                 |
| Weeks 3–6   | Legislative pathways, policy analysis, stakeholder and option appraisal |
| Weeks 7–9   | Strategy development, logic models, policy communication                |
| Weeks 10–12 | Diagnostic review clinic, strategy casework, capstone policy brief      |

### Signature outputs

- Policy Analysis Report
- Strategy Logic Model



## Assessment scheme

Programme Philosophy scheme:

| Instrument                   | Weight      | Evidence and standard                                      |
|------------------------------|-------------|------------------------------------------------------------|
| Policy Analysis              | 30%         | In-depth critique of policy instruments and impacts        |
| Strategy Development Project | 40%         | Creation of an evidence-based strategic plan               |
| Briefing                     | 20%         | Presentation of policy findings to a professional audience |
| Participation                | 10%         | Active contribution to discussions and group work          |
| <b>Total</b>                 | <b>100%</b> |                                                            |



## RA-HSLD-604 · Health Financial Management & Budgeting

|                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-HSLD-604                                                                                                                                                                                                                                                     |
| <b>Family and level</b>             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| <b>Theme</b>                        | T2 Health Systems Strengthening                                                                                                                                                                                                                                 |
| <b>Duration and hours</b>           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| <b>Credit</b>                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| <b>Award</b>                        | RIYAADA Professional Certificate in Health Financial Management & Budgeting                                                                                                                                                                                     |
| <b>Target participants</b>          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| <b>Delivery</b>                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| <b>Syllabus status</b>              | Documented: Program Book.                                                                                                                                                                                                                                       |
| <b>Source references</b>            | PB HSLD-604                                                                                                                                                                                                                                                     |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                                                                                                                          |

### Outcome statements (Program Book)

- Prepare compliant budgets.
- manage procurement.
- pass audits.

### Weekly outline

| Week    | Program Book                 |
|---------|------------------------------|
| Week 1  | PFM cycles & compliance      |
| Week 2  | Budget & variance            |
| Week 3  | Costing (ABC, unit cost)     |
| Week 4  | Revenue & financing flows    |
| Week 5  | Procurement integrity        |
| Week 6  | Asset & inventory            |
| Week 7  | Financial reporting & audits |
| Week 8  | Internal controls            |
| Week 9  | Donor rules                  |
| Week 10 | Scenario budgeting lab       |
| Week 11 | Midterm defence              |
| Week 12 | Audit readiness              |

### Signature outputs

- Programme/facility budget + procurement plan



## Assessment scheme

Program Book scheme:

| Instrument   | Weight      | Evidence and standard |
|--------------|-------------|-----------------------|
| Budget       | 45%         |                       |
| Procurement  | 25%         |                       |
| Quiz         | 15%         |                       |
| Reflection   | 15%         |                       |
| <b>Total</b> | <b>100%</b> |                       |



## RA-HSSB-613 · Health Systems Strengthening — Six Building Blocks

|                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-HSSB-613                                                                                                                                                                                                                                                     |
| <b>Family and level</b>             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| <b>Theme</b>                        | T2 Health Systems Strengthening                                                                                                                                                                                                                                 |
| <b>Category</b>                     | Health Systems Transformation                                                                                                                                                                                                                                   |
| <b>Duration and hours</b>           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| <b>Credit</b>                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| <b>Award</b>                        | RIYAADA Professional Certificate in Health Systems Strengthening — Six Building Blocks                                                                                                                                                                          |
| <b>Target participants</b>          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| <b>Delivery</b>                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| <b>Syllabus status</b>              | Documented: Program Book and Programme Philosophy.                                                                                                                                                                                                              |
| <b>Source references</b>            | PB HSSB-613; PHI 8.3 HSSB-613                                                                                                                                                                                                                                   |
| <b>Alternative title</b>            | Health Systems Strengthening and EPHS (Programme Philosophy)                                                                                                                                                                                                    |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                                                                                                                          |

### Course description

This module uses health-system functions and the Essential Package of Health Services to examine fragmentation, workforce constraints and service resilience. Learners produce a documented diagnosis and a feasible service-redesign plan for their context.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Diagnose and interpret weaknesses in health system building blocks.
- LO2** Apply EPHS principles to service redesign and integration.
- LO3** Evaluate and address fragmentation and inefficiencies within health systems.
- LO4** Formulate comprehensive system improvement and resilience plans.

### Weekly outline

| Weeks       | Programme Philosophy                                                  |
|-------------|-----------------------------------------------------------------------|
| Weeks 1–2   | System foundations, governance, and stewardship                       |
| Weeks 3–6   | Financing, workforce, medicines, and service delivery                 |
| Weeks 7–9   | Digital systems, quality, safety, and shock-readiness                 |
| Weeks 10–12 | Diagnostic review diagnostics, redesign labs, capstone HSS diagnostic |

### Signature outputs

- HSS Diagnostic Report
- EPHS Redesign Plan



## Assessment scheme

Programme Philosophy scheme:

| Instrument     | Weight      | Evidence and standard                                  |
|----------------|-------------|--------------------------------------------------------|
| HSS Diagnostic | 30%         | Systematic assessment of health system components      |
| Redesign Plan  | 40%         | Strategic proposal for EPHS-driven service integration |
| Presentation   | 20%         | Defence of redesign strategies                         |
| Participation  | 10%         | Engagement in collaborative diagnostics and workshops  |
| <b>Total</b>   | <b>100%</b> |                                                        |



## RA-PHSC-621 · Pharmaceutical Regulation & Supply Chain

|                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-PHSC-621                                                                                                                                                                                                                                                     |
| <b>Family and level</b>             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| <b>Theme</b>                        | T2 Health Systems Strengthening                                                                                                                                                                                                                                 |
| <b>Duration and hours</b>           | 12 weeks · 24 contact hours · 72 notional hours                                                                                                                                                                                                                 |
| <b>Credit</b>                       | 7 RCP (legacy: 2 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                               |
| <b>Award</b>                        | RIYAADA Professional Certificate in Pharmaceutical Regulation & Supply Chain                                                                                                                                                                                    |
| <b>Target participants</b>          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| <b>Delivery</b>                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| <b>Syllabus status</b>              | Documented: Program Book. Course card only: title and credit; the syllabus is still to be written (Annex E).                                                                                                                                                    |
| <b>Source references</b>            | PB PHSC-621                                                                                                                                                                                                                                                     |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                                                                                                                          |

### Learning outcomes

The sources give no learning outcomes for this course (open item, Annex E).

### Weekly outline

The Program Book gives only the 12-week structure shared by the additional core and elective courses: foundations, tools, application, and review and assessment. A week-by-week outline is an open item (Annex E).

### Signature outputs

Signature outputs align to policy and practice (for example an equity profile, outbreak brief, systems map, value-for-money note, SOP pack, RCA, incident action plan, DHIS2 dashboard, readiness audit, logistics-system redesign, protocol and IRB pack). The output for this course is an open item (Annex E).

### Assessment scheme

The sources give no assessment scheme for this course. The default award gates of Chapter 7 apply and a scheme must be approved before delivery (open item, Annex E).



## RA-PHSD-611 · Foundations of Public Health & Social Determinants

|                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-PHSD-611                                                                                                                                                                                                                                                     |
| <b>Family and level</b>             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| <b>Theme</b>                        | T2 Health Systems Strengthening                                                                                                                                                                                                                                 |
| <b>Category</b>                     | Public Health Systems Science                                                                                                                                                                                                                                   |
| <b>Duration and hours</b>           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| <b>Credit</b>                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| <b>Award</b>                        | RIYAADA Professional Certificate in Foundations of Public Health & Social Determinants                                                                                                                                                                          |
| <b>Target participants</b>          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| <b>Delivery</b>                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| <b>Syllabus status</b>              | Documented: Program Book and Programme Philosophy.                                                                                                                                                                                                              |
| <b>Source references</b>            | PB PHSD-611; PHI 8.1 PHSD-611                                                                                                                                                                                                                                   |
| <b>Alternative title</b>            | Public Health Systems and Determinants (Programme Philosophy)                                                                                                                                                                                                   |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                                                                                                                          |

### Course description

This module examines public health functions and the determinants of population health. Participants use qualitative and quantitative evidence to map needs, interpret epidemiological change and evaluate public health operations. The assessment connects this analysis with a practical system-improvement proposal.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Apply advanced public health systems frameworks across diverse contexts.
- LO2** Analyse determinants of health, epidemiological trends, and transition dynamics.
- LO3** Map population-level risks, vulnerabilities, and health needs using qualitative and quantitative methodologies.
- LO4** Evaluate and strengthen the effectiveness of public health operations and EPHF functions.

### Weekly outline

| Weeks              | Programme Philosophy                                               |
|--------------------|--------------------------------------------------------------------|
| <b>Weeks 1–2</b>   | EPHF foundations, epidemiological transitions, and determinants    |
| <b>Weeks 3–4</b>   | Surveillance systems, outbreak detection                           |
| <b>Weeks 5–6</b>   | Health promotion, community, environmental and occupational health |
| <b>Weeks 7–8</b>   | Legal frameworks, social determinants, and health equity           |
| <b>Weeks 9–10</b>  | Leadership in public health, diagnostic review EPHF diagnostic     |
| <b>Weeks 11–12</b> | Strengthening EPHF, capstone diagnostic                            |



## Signature outputs

- EPHF Diagnostic Report
- Comprehensive Public Health System Assessment

## Assessment scheme

Programme Philosophy scheme:

| Instrument                     | Weight      | Evidence and standard                                     |
|--------------------------------|-------------|-----------------------------------------------------------|
| Diagnostic Report              | 30%         | Analytical evaluation of public health system performance |
| Public Health Mapping Exercise | 40%         | Applied project mapping determinants and risks            |
| Presentation                   | 20%         | Oral defence of findings and recommendations              |
| Participation                  | 10%         | Engagement in seminars and collaborative activities       |
| <b>Total</b>                   | <b>100%</b> |                                                           |



### T3 · Hospital Administration and Clinical Governance (5 Long Courses)

Theme 3 addresses hospital governance, operations, safety and risk. Learners examine how resources, patient pathways and accountability affect service performance. Assignments must produce implementable improvements, with defined measures and responsibility for review. The Programme Philosophy lists this Theme's Executive Micro-Credentials as "Integrated Executive Micro-Credentials"; in this book they are the Short Courses of Theme T3 (Chapter 18).

| Code        | Title                                     | Legacy credits | Contact h | RCP | Page |
|-------------|-------------------------------------------|----------------|-----------|-----|------|
| RA-HOPS-616 | Hospital Operations & Quality Improvement | 3              | 36        | 10  | 147  |
| RA-HSLD-606 | Office & Operations Administration        | 3              | 36        | 10  | 149  |
| RA-HSLD-608 | Risk Management, Quality & Patient Safety | 3              | 36        | 10  | 151  |
| RA-HSLD-609 | Strategic Operations Management           | 3              | 36        | 10  | 153  |
| RA-PSCG-617 | Patient Safety & Clinical Governance      | 2              | 24        | 7   | 155  |

#### RA-HOPS-616 · Hospital Operations & Quality Improvement

|                              |                                                                                                                                                                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-HOPS-616                                                                                                                                                                                                                                                     |
| Family and level             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| Theme                        | T3 Hospital Administration and Clinical Governance                                                                                                                                                                                                              |
| Category                     | Hospital Management                                                                                                                                                                                                                                             |
| Duration and hours           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| Credit                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| Award                        | RIYAADA Professional Certificate in Hospital Operations & Quality Improvement                                                                                                                                                                                   |
| Target participants          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| Delivery                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| Syllabus status              | Documented: Program Book and Programme Philosophy.                                                                                                                                                                                                              |
| Source references            | PB HOPS-616; PHI 9.1 HOPS-616                                                                                                                                                                                                                                   |
| Alternative title            | Hospital Operations and Health Services Management (Programme Philosophy)                                                                                                                                                                                       |
| Course owner and review date | To be named (Annex E).                                                                                                                                                                                                                                          |

#### Course description

This module develops practical hospital operations analysis. Learners map service pathways, diagnose bottlenecks and examine resource use. They then design indicators and an improvement plan with explicit governance and implementation responsibilities, drawing on the constraints of resource-limited facilities.

#### Learning outcomes

On successful completion, participants will be able to:

- LO1** Map and optimise hospital service lines and operational workflows.
- LO2** Diagnose and address fragmentation and inefficiencies in hospital processes.
- LO3** Design and implement KPIs and operational dashboards for performance management.



**LO4** Lead and evaluate operational improvement initiatives aligned with strategic objectives.

**LO5** Strengthen governance structures for effective facility leadership.

### Weekly outline

| Weeks       | Programme Philosophy                                                     |
|-------------|--------------------------------------------------------------------------|
| Weeks 1–2   | Foundations of operations, facility governance                           |
| Weeks 3–6   | Patient pathways, process mapping, bottleneck diagnosis, lean operations |
| Weeks 7–9   | Resource utilisation, KPI design, service quality                        |
| Weeks 10–12 | Diagnostic review diagnostic, redesign labs, capstone operations plan    |

### Signature outputs

- Hospital Operations Improvement Plan
- KPI Dashboard
- Patient Flow Redesign Map

### Assessment scheme

Programme Philosophy scheme:

| Instrument            | Weight      | Evidence and standard                                        |
|-----------------------|-------------|--------------------------------------------------------------|
| Operations Diagnostic | 30%         | Comprehensive assessment of hospital operations              |
| Redesign Plan         | 40%         | Strategic proposal for patient flow and service optimisation |
| Presentation          | 20%         | Defence of operational improvement strategies                |
| Participation         | 10%         | Active involvement in case studies and simulations           |
| <b>Total</b>          | <b>100%</b> |                                                              |



## RA-HSLD-606 · Office & Operations Administration

|                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-HSLD-606                                                                                                                                                                                                                                                     |
| <b>Family and level</b>             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| <b>Theme</b>                        | T3 Hospital Administration and Clinical Governance                                                                                                                                                                                                              |
| <b>Duration and hours</b>           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| <b>Credit</b>                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| <b>Award</b>                        | RIYAADA Professional Certificate in Office & Operations Administration                                                                                                                                                                                          |
| <b>Target participants</b>          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| <b>Delivery</b>                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| <b>Syllabus status</b>              | Documented: Program Book.                                                                                                                                                                                                                                       |
| <b>Source references</b>            | PB HSLD-606                                                                                                                                                                                                                                                     |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                                                                                                                          |

### Outcome statements (Program Book)

- Design office SOPs.
- lean workflows.
- manage records.

### Weekly outline

| Week    | Program Book                 |
|---------|------------------------------|
| Week 1  | Office structure & standards |
| Week 2  | Records & archives           |
| Week 3  | Correspondence & minutes     |
| Week 4  | Scheduling & service-desks   |
| Week 5  | Supply, fleet & facility     |
| Week 6  | Asset registers              |
| Week 7  | Visitor & security           |
| Week 8  | Internal communications      |
| Week 9  | Lean/5S & workflow           |
| Week 10 | Digital registers & forms    |
| Week 11 | Ops SOP manual drafting      |
| Week 12 | Simulation & handover        |

### Signature outputs

- Office SOP manual + registers



## Assessment scheme

Program Book scheme:

| Instrument       | Weight      | Evidence and standard |
|------------------|-------------|-----------------------|
| SOP              | 50%         |                       |
| Register         | 20%         |                       |
| Service-desk sim | 20%         |                       |
| Participation    | 10%         |                       |
| <b>Total</b>     | <b>100%</b> |                       |



## RA-HSLD-608 · Risk Management, Quality & Patient Safety

|                              |                                                                                                                                                                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-HSLD-608                                                                                                                                                                                                                                                     |
| Family and level             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| Theme                        | T3 Hospital Administration and Clinical Governance                                                                                                                                                                                                              |
| Category                     | Risk, Security & Disaster Preparedness                                                                                                                                                                                                                          |
| Duration and hours           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| Credit                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| Award                        | RIYAADA Professional Certificate in Risk Management, Quality & Patient Safety                                                                                                                                                                                   |
| Target participants          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| Delivery                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| Syllabus status              | Documented: Program Book and Programme Philosophy.                                                                                                                                                                                                              |
| Source references            | PB HSLD-608; PHI 9.3 HSLD-608                                                                                                                                                                                                                                   |
| Alternative title            | Risk Management and Health Security (Programme Philosophy)                                                                                                                                                                                                      |
| Course owner and review date | To be named (Annex E).                                                                                                                                                                                                                                          |

### Course description

This module links hazard assessment and vulnerability analysis with business continuity. Participants examine hospital incident arrangements, escalation and operational resilience. The assessed risk register and continuity plan must identify responsible officers, resource needs and arrangements for exercising the plan.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Conduct comprehensive risk assessments and hazard mapping for health facilities.
- LO2** Develop and implement continuity plans and emergency codes.
- LO3** Operationalise Hospital Incident Command Systems (HICS) and emergency operations protocols.
- LO4** Foster a culture of risk awareness and organisational resilience.

### Outcome statements (Program Book)

- Risk register.
- QI.
- safety culture.

### Weekly outline

| Week   | Program Book           |
|--------|------------------------|
| Week 1 | ERM & taxonomy         |
| Week 2 | Scoring & appetite     |
| Week 3 | Sentinel events & RCA  |
| Week 4 | QI (PDSA) & run charts |



| Week    | Program Book                   |
|---------|--------------------------------|
| Week 5  | Safety & just culture          |
| Week 6  | Incident learning systems      |
| Week 7  | Pathways & bundles             |
| Week 8  | Assurance & internal audit     |
| Week 9  | Regulatory readiness           |
| Week 10 | Midterm risk review            |
| Week 11 | QI project clinic              |
| Week 12 | Safety portfolio presentations |

- Weeks 1–3: Fundamentals of risk, hazard identification, vulnerability assessment
- Weeks 4–6: Emergency operations, HICS, mitigation frameworks
- Weeks 7–9: Response coordination, continuity planning, simulation
- Weeks 10–12: Diagnostic review diagnostic, preparedness labs, capstone risk register and BCP

### Signature outputs

- Risk register + RCA + QI brief
- Risk Register
- Business Continuity Plan
- Hazard & Vulnerability Assessment

### Assessment scheme

The two sources give different schemes for the same course. The Academic Board selects one before the first cohort (Decision D18); until then the Program Book scheme is the default for RA-HSLD-601, 602, 607 and 608.

Program Book scheme:

| Instrument    | Weight      | Evidence and standard |
|---------------|-------------|-----------------------|
| Register      | 40%         |                       |
| RCA           | 25%         |                       |
| QI            | 25%         |                       |
| Participation | 10%         |                       |
| <b>Total</b>  | <b>100%</b> |                       |

Programme Philosophy scheme (alternative):

| Instrument                  | Weight      | Evidence and standard                                |
|-----------------------------|-------------|------------------------------------------------------|
| Risk Diagnostic             | 30%         | Systematic identification and analysis of risks      |
| Continuity Planning Project | 40%         | Development of robust business continuity strategies |
| Presentation                | 20%         | Reporting and communication of risk mitigation plans |
| Participation               | 10%         | Simulation exercises and preparedness drills         |
| <b>Total</b>                | <b>100%</b> |                                                      |



## RA-HSLD-609 · Strategic Operations Management

|                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-HSLD-609                                                                                                                                                                                                                                                     |
| <b>Family and level</b>             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| <b>Theme</b>                        | T3 Hospital Administration and Clinical Governance                                                                                                                                                                                                              |
| <b>Category</b>                     | Operational Excellence                                                                                                                                                                                                                                          |
| <b>Duration and hours</b>           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| <b>Credit</b>                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10) [proposed: no credit was stated in the Program Book for this course]                                                                                                                         |
| <b>Award</b>                        | RIYAADA Professional Certificate in Strategic Operations Management                                                                                                                                                                                             |
| <b>Target participants</b>          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| <b>Delivery</b>                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| <b>Syllabus status</b>              | Documented: Programme Philosophy.                                                                                                                                                                                                                               |
| <b>Source references</b>            | PHI 9.4 HSLD-606                                                                                                                                                                                                                                                |
| <b>Code note</b>                    | Distinct module that carries the code HSLD-606 in the Programme Philosophy. Credit not stated in the source; 3-credit parity with other 12-week core modules is proposed.                                                                                       |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                                                                                                                          |

### Course description

This module connects institutional strategy with operational delivery. Learners examine workflows, productivity and resource allocation, then develop an improvement or scale-up project. Assessment should test feasibility, measurement and the organisational conditions required to sustain the proposed change.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Align operational strategies with organisational vision and goals.
- LO2** Apply performance frameworks to monitor and enhance service delivery.
- LO3** Utilise advanced process improvement methodologies.
- LO4** Optimise resource allocation and operational workflows.
- LO5** Lead scale-up of successful operational models.

### Weekly outline

| Weeks      | Programme Philosophy                                                                 |
|------------|--------------------------------------------------------------------------------------|
| Weeks 1–4  | Strategy–operations alignment, performance frameworks, planning, process improvement |
| Weeks 5–8  | Productivity optimisation, workflow design, resource mobilisation, diagnostics       |
| Weeks 9–12 | Field implementation, diagnostic review clinic, scale-up labs, capstone project      |

### Signature outputs

Signature outputs align to policy and practice (for example an equity profile, outbreak brief, systems map, value-for-money note, SOP pack, RCA, incident action plan, DHIS2 dashboard, readiness audit, logistics-system redesign, protocol and IRB pack). The output for this course is an open item (Annex E).



## Assessment scheme

Programme Philosophy assessment methods (weights are not stated in the source; open item, Annex E):

- Operational diagnostics and improvement projects
- Strategic planning exercises
- Presentations and peer-reviewed project defences
- Participation in scale-up labs



## RA-PSCG-617 · Patient Safety & Clinical Governance

|                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-PSCG-617                                                                                                                                                                                                                                                     |
| <b>Family and level</b>             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| <b>Theme</b>                        | T3 Hospital Administration and Clinical Governance                                                                                                                                                                                                              |
| <b>Category</b>                     | Clinical Governance & Quality Improvement                                                                                                                                                                                                                       |
| <b>Duration and hours</b>           | 12 weeks · 24 contact hours · 72 notional hours                                                                                                                                                                                                                 |
| <b>Credit</b>                       | 7 RCP (legacy: 2 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                               |
| <b>Award</b>                        | RIYAADA Professional Certificate in Patient Safety & Clinical Governance                                                                                                                                                                                        |
| <b>Target participants</b>          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| <b>Delivery</b>                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| <b>Syllabus status</b>              | Documented: Program Book and Programme Philosophy.                                                                                                                                                                                                              |
| <b>Source references</b>            | PB PSCG-617; PHI 9.2 PSCG-617                                                                                                                                                                                                                                   |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                                                                                                                          |

### Course description

This module examines patient safety, clinical governance and quality improvement. Learners practise incident analysis, audit and the design of safer processes. Outputs should support routine organisational learning and readiness for applicable standards; course completion does not confer facility accreditation.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Establish and maintain robust patient safety systems.
- LO2** Implement quality improvement cycles and root-cause analyses.
- LO3** Conduct clinical audits and comprehensive safety assessments.
- LO4** Develop standard operating procedures (SOPs) to standardise care.
- LO5** Prepare healthcare facilities for accreditation and compliance.

### Weekly outline

| Weeks       | Programme Philosophy                                                         |
|-------------|------------------------------------------------------------------------------|
| Weeks 1–3   | Clinical governance principles, patient safety foundations, safety culture   |
| Weeks 4–6   | Incident reporting, root-cause analysis, quality improvement methods         |
| Weeks 7–9   | Clinical audit, infection prevention, accreditation systems                  |
| Weeks 10–12 | Diagnostic review clinic, implementation labs, capstone governance framework |

### Signature outputs

- Clinical Governance Framework
- Incident Reporting System
- Quality Improvement Plan



## Assessment scheme

Programme Philosophy scheme:

| Instrument           | Weight      | Evidence and standard                               |
|----------------------|-------------|-----------------------------------------------------|
| Safety Diagnostic    | 30%         | Evaluation of safety systems and incident reporting |
| Governance Framework | 40%         | Design of clinical governance structures            |
| Presentation         | 20%         | Communication of improvement plans                  |
| Participation        | 10%         | Engagement in quality improvement workshops         |
| <b>Total</b>         | <b>100%</b> |                                                     |



## T4 · Emergency and Outbreak Leadership (3 Long Courses)

Theme 4 develops emergency coordination, crisis communication and multi-agency leadership. Learners interpret surveillance signals, organise an operational response and use simulation evidence to identify preparedness gaps. Plans must define authority, escalation and coordination responsibilities. The Programme Philosophy lists this Theme's Executive Micro-Credentials as "Integrated Executive Micro-Credentials"; in this book they are the Short Courses of Theme T4 (Chapter 18).

| Code               | Title                                             | Legacy credits | Contact h | RCP | Page |
|--------------------|---------------------------------------------------|----------------|-----------|-----|------|
| <b>RA-EMOC-618</b> | Emergency Preparedness, EOC & Outbreak Management | 3              | 36        | 10  | 157  |
| <b>RA-HSLD-607</b> | Emergency Preparedness & Response (HICS/IMS)      | 3              | 36        | 10  | 159  |
| <b>RA-ONEH-620</b> | One Health: Risk, Readiness & Response            | 2              | 24        | 7   | 161  |

### RA-EMOC-618 · Emergency Preparedness, EOC & Outbreak Management

|                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-EMOC-618                                                                                                                                                                                                                                                     |
| <b>Family and level</b>             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| <b>Theme</b>                        | T4 Emergency and Outbreak Leadership                                                                                                                                                                                                                            |
| <b>Category</b>                     | Emergency Operations Systems                                                                                                                                                                                                                                    |
| <b>Duration and hours</b>           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| <b>Credit</b>                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| <b>Award</b>                        | RIYAADA Professional Certificate in Emergency Preparedness, EOC & Outbreak Management                                                                                                                                                                           |
| <b>Target participants</b>          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| <b>Delivery</b>                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| <b>Syllabus status</b>              | Documented: Program Book and Programme Philosophy.                                                                                                                                                                                                              |
| <b>Source references</b>            | PB EMOC-618; PHI 10.2 EMOC-618                                                                                                                                                                                                                                  |
| <b>Alternative title</b>            | Emergency Operations and Coordination (Programme Philosophy)                                                                                                                                                                                                    |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                                                                                                                          |

### Course description

This module develops the coordination and operational skills needed for emergency operations centres. Learners examine incident command, information flow, resource mobilisation and multi-hazard response. The assessed systems map and SOP pack must support clear responsibilities and timely escalation.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Operate and manage EOCs and emergency systems proficiently.
- LO2** Coordinate complex response workflows and resource mobilisation.
- LO3** Strengthen command and control structures in emergency scenarios.
- LO4** Design and implement emergency SOPs for rapid response.



## Weekly outline

| Weeks       | Programme Philosophy                                                                                   |
|-------------|--------------------------------------------------------------------------------------------------------|
| Weeks 1–3   | Emergency operations systems, ICS/HICS, multi-hazard response                                          |
| Weeks 4–6   | Resource mobilisation, information management, risk communication                                      |
| Weeks 7–9   | Cluster coordination, early warning systems, surge staffing                                            |
| Weeks 10–12 | Diagnostic review diagnostic, simulation, capstone EOC pack                                            |
|             | SDAT-619 Surveillance Digital Systems and Early Warning – see the full specification under Theme 5.    |
|             | SDAT-619 Surveillance Digital Systems and Early Warning – see the full specification under Theme 5.    |
|             | Key Areas: EWARN, IDSR, outbreak analytics, threshold interpretation, surveillance-to-response mapping |

## Signature outputs

- EOC Systems Map
- Emergency SOP Pack

## Assessment scheme

Programme Philosophy scheme:

| Instrument             | Weight      | Evidence and standard                                   |
|------------------------|-------------|---------------------------------------------------------|
| EOC Diagnostic         | 30%         | Evaluation of EOC functionality and readiness           |
| Response Workflow Plan | 40%         | Development of comprehensive operational response plans |
| Presentation           | 20%         | Communication of response strategies to stakeholders    |
| Participation          | 10%         | Engagement in simulation-based exercises                |
| <b>Total</b>           | <b>100%</b> |                                                         |

**RA-HSLD-607 · Emergency Preparedness & Response (HICS/IMS)**

|                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-HSLD-607                                                                                                                                                                                                                                                     |
| <b>Family and level</b>             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| <b>Theme</b>                        | T4 Emergency and Outbreak Leadership                                                                                                                                                                                                                            |
| <b>Category</b>                     | Emergency Leadership                                                                                                                                                                                                                                            |
| <b>Duration and hours</b>           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| <b>Credit</b>                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| <b>Award</b>                        | RIYAADA Professional Certificate in Emergency Preparedness & Response (HICS/IMS)                                                                                                                                                                                |
| <b>Target participants</b>          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| <b>Delivery</b>                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| <b>Syllabus status</b>              | Documented: Program Book and Programme Philosophy.                                                                                                                                                                                                              |
| <b>Source references</b>            | PB HSLD-607; PHI 10.1 HSLD-607                                                                                                                                                                                                                                  |
| <b>Alternative title</b>            | Emergency Leadership and Crisis Management (Programme Philosophy)                                                                                                                                                                                               |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                                                                                                                          |

**Course description**

This module examines emergency leadership under uncertainty. Participants practise rapid assessment, crisis communication and multi-agency coordination. The response plan and leadership playbook must show how evidence is interpreted, decisions are recorded and teams are directed under pressure.

**Learning outcomes**

On successful completion, participants will be able to:

- LO1** Interpret and escalate emergency signals effectively.
- LO2** Coordinate multi-agency and multisectoral response systems.
- LO3** Develop strategic emergency management plans.
- LO4** Lead risk communication and crisis response under pressure.
- LO5** Direct teams with composure and authority in high-stakes environments.

**Outcome statements (Program Book)**

- Activate ICS.
- write IAP.
- run AARs.
- ensure continuity.

**Weekly outline**

| Week          | Program Book                |
|---------------|-----------------------------|
| <b>Week 1</b> | Hazard & risk profiling     |
| <b>Week 2</b> | All-hazards planning & COOP |



| Week    | Program Book                   |
|---------|--------------------------------|
| Week 3  | HICS/IMS roles                 |
| Week 4  | HEOC/EOC setup                 |
| Week 5  | Incident Action Planning       |
| Week 6  | Risk communication             |
| Week 7  | MCI triage & surge             |
| Week 8  | Outbreak mgmt & IPC            |
| Week 9  | Resource & supply planning     |
| Week 10 | Tabletop exercise              |
| Week 11 | Hotwash & AAR                  |
| Week 12 | Continuity/improvement backlog |

- Weeks 1–3: Emergency leadership foundations, rapid assessment, coordination
- Weeks 4–6: EOCs, command systems, crisis communication, political navigation
- Weeks 7–9: Managing uncertainty, risk communication, coordination in fragile contexts
- Weeks 10–12: Diagnostic review clinic, simulation labs, capstone response plan

### Signature outputs

- IAP + AAR + COOP annex
- 72-Hour Response Plan
- Emergency Leadership Playbook

### Assessment scheme

The two sources give different schemes for the same course. The Academic Board selects one before the first cohort (Decision D18); until then the Program Book scheme is the default for RA-HSLD-601, 602, 607 and 608.

Program Book scheme:

| Instrument     | Weight      | Evidence and standard |
|----------------|-------------|-----------------------|
| Tabletop & IAP | 50%         |                       |
| COOP           | 30%         |                       |
| AAR            | 10%         |                       |
| Participation  | 10%         |                       |
| <b>Total</b>   | <b>100%</b> |                       |

Programme Philosophy scheme (alternative):

| Instrument            | Weight      | Evidence and standard                                      |
|-----------------------|-------------|------------------------------------------------------------|
| Leadership Diagnostic | 30%         | Evaluation of crisis leadership capabilities               |
| Response Plan         | 40%         | Development of comprehensive emergency response strategies |
| Presentation          | 20%         | Oral defence of emergency management plans                 |
| Participation         | 10%         | Simulation exercises and leadership drills                 |
| <b>Total</b>          | <b>100%</b> |                                                            |



## RA-ONEH-620 · One Health: Risk, Readiness & Response

|                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-ONEH-620                                                                                                                                                                                                                                                     |
| <b>Family and level</b>             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| <b>Theme</b>                        | T4 Emergency and Outbreak Leadership                                                                                                                                                                                                                            |
| <b>Category</b>                     | One Health & Outbreak Prevention                                                                                                                                                                                                                                |
| <b>Duration and hours</b>           | 12 weeks · 24 contact hours · 72 notional hours                                                                                                                                                                                                                 |
| <b>Credit</b>                       | 7 RCP (legacy: 2 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                               |
| <b>Award</b>                        | RIYAADA Professional Certificate in One Health: Risk, Readiness & Response                                                                                                                                                                                      |
| <b>Target participants</b>          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| <b>Delivery</b>                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| <b>Syllabus status</b>              | Documented: Program Book and Programme Philosophy.                                                                                                                                                                                                              |
| <b>Source references</b>            | PB ONEH-620; PHI 10.3 ONEH-620                                                                                                                                                                                                                                  |
| <b>Alternative title</b>            | One Health and Multisectoral Coordination (Programme Philosophy)                                                                                                                                                                                                |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                                                                                                                          |

### Course description

This module examines coordination across human, animal and environmental health. It addresses zoonotic risk, antimicrobial resistance and climate-related threats. Learners use a multisectoral case to develop responsibilities, information-sharing arrangements and preparedness actions.

### Learning outcomes

The sources give no learning outcomes for this course (open item, Annex E).

### Weekly outline

| Weeks              | Programme Philosophy                                                          |
|--------------------|-------------------------------------------------------------------------------|
| <b>Weeks 1–3</b>   | One Health foundations, zoonotic disease pathways, multisectoral coordination |
| <b>Weeks 4–6</b>   | Environmental/climate risks, veterinary surveillance, integrated responses    |
| <b>Weeks 7–9</b>   | Laboratory networks, AMR, preparedness planning                               |
| <b>Weeks 10–12</b> | Diagnostic review assessment, labs, capstone project                          |

### Signature outputs

Signature outputs align to policy and practice (for example an equity profile, outbreak brief, systems map, value-for-money note, SOP pack, RCA, incident action plan, DHIS2 dashboard, readiness audit, logistics-system redesign, protocol and IRB pack). The output for this course is an open item (Annex E).

### Assessment scheme

The sources give no assessment scheme for this course. The default award gates of Chapter 7 apply and a scheme must be approved before delivery (open item, Annex E).



## T5 · Data, Epidemiology and Digital Health (3 Long Courses)

Theme 5 develops data, epidemiological and digital-system capabilities. Learners examine the quality and limitations of information before using it in decisions. The modules connect analysis with surveillance, institutional planning and accountable information governance.

| Code        | Title                                              | Legacy credits | Contact h | RCP | Page |
|-------------|----------------------------------------------------|----------------|-----------|-----|------|
| RA-EPBI-612 | Epidemiology & Biostatistics for Decision-Making   | 3              | 36        | 10  | 162  |
| RA-RSCH-622 | Research Methods, Academic Writing & Ethics        | 3              | 36        | 10  | 164  |
| RA-SDAT-619 | Surveillance, Field Epidemiology & DHIS2 Analytics | 2              | 24        | 7   | 165  |

### RA-EPBI-612 · Epidemiology & Biostatistics for Decision-Making

|                              |                                                                                                                                                                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                         | RA-EPBI-612                                                                                                                                                                                                                                                     |
| Family and level             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| Theme                        | T5 Data, Epidemiology and Digital Health                                                                                                                                                                                                                        |
| Category                     | Epidemiology and Data Analysis                                                                                                                                                                                                                                  |
| Duration and hours           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| Credit                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| Award                        | RIYAADA Professional Certificate in Epidemiology & Biostatistics for Decision-Making                                                                                                                                                                            |
| Target participants          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| Delivery                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| Syllabus status              | Documented: Program Book and Programme Philosophy.                                                                                                                                                                                                              |
| Source references            | PB EPBI-612; PHI 11.1 EPBI-612                                                                                                                                                                                                                                  |
| Alternative title            | Epidemiology, Biostatistics and Data Analytics (Programme Philosophy)                                                                                                                                                                                           |
| Course owner and review date | To be named (Annex E).                                                                                                                                                                                                                                          |

### Course description

Participants apply epidemiological and biostatistical methods to documented health datasets. The course develops interpretation of trends, associations and surveillance signals, alongside attention to bias and uncertainty. Assessment requires an analytical report and clear visual communication of findings for a defined decision.

### Learning outcomes

On successful completion, participants will be able to:

- LO1** Apply both descriptive and analytical epidemiological techniques to real-world public health challenges.
- LO2** Critically interpret disease patterns, including outbreak curves and surveillance signals, to inform timely interventions.
- LO3** Utilise biostatistical tools to underpin policy development and programme evaluation.
- LO4** Conduct comprehensive trend analyses to support strategic planning and resource allocation within health systems.



## Weekly outline

| Week    | Programme Philosophy                                  |
|---------|-------------------------------------------------------|
| Week 1  | Foundations of Epidemiology                           |
| Week 2  | Measures of Frequency and Disease Burden              |
| Week 3  | Measures of Association and Risk Assessment           |
| Week 4  | Epidemiological Study Designs                         |
| Week 5  | Bias, Confounding, and Methodological Challenges      |
| Week 6  | Outbreak Detection and Epidemiological Curve Analysis |
| Week 7  | Introduction to Biostatistics                         |
| Week 8  | Principles and Practice of Data Visualisation         |
| Week 9  | Trend Analysis and Seasonality in Health Data         |
| Week 10 | Diagnostic review Clinical Workshop                   |
| Week 11 | Applied Surveillance Analytics Laboratory             |
| Week 12 | Capstone Project – Epidemiological Report             |

## Signature outputs

- Comprehensive Epidemiological Analysis Report
- Interpretation of Outbreak Curves and Surveillance Data
- Data Visualisation Portfolio Demonstrating Analytical Insights

## Assessment scheme

Programme Philosophy scheme:

| Instrument                          | Weight      | Evidence and standard |
|-------------------------------------|-------------|-----------------------|
| Epidemiology Examination            | 30%         |                       |
| Applied Analytics Report            | 40%         |                       |
| Oral/Visual Presentation            | 20%         |                       |
| Active Participation and Engagement | 10%         |                       |
| <b>Total</b>                        | <b>100%</b> |                       |



## RA-RSCH-622 · Research Methods, Academic Writing & Ethics

|                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-RSCH-622                                                                                                                                                                                                                                                     |
| <b>Family and level</b>             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| <b>Theme</b>                        | T5 Data, Epidemiology and Digital Health                                                                                                                                                                                                                        |
| <b>Duration and hours</b>           | 12 weeks · 36 contact hours · 108 notional hours                                                                                                                                                                                                                |
| <b>Credit</b>                       | 10 RCP (legacy: 3 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                              |
| <b>Award</b>                        | RIYAADA Professional Certificate in Research Methods, Academic Writing & Ethics                                                                                                                                                                                 |
| <b>Target participants</b>          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| <b>Delivery</b>                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| <b>Syllabus status</b>              | Documented: Program Book. Course card only: title and credit; the syllabus is still to be written (Annex E).                                                                                                                                                    |
| <b>Source references</b>            | PB RSCH-622                                                                                                                                                                                                                                                     |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                                                                                                                          |

### Learning outcomes

The sources give no learning outcomes for this course (open item, Annex E).

### Weekly outline

The Program Book gives only the 12-week structure shared by the additional core and elective courses: foundations, tools, application, and review and assessment. A week-by-week outline is an open item (Annex E).

### Signature outputs

Signature outputs align to policy and practice (for example an equity profile, outbreak brief, systems map, value-for-money note, SOP pack, RCA, incident action plan, DHIS2 dashboard, readiness audit, logistics-system redesign, protocol and IRB pack). The output for this course is an open item (Annex E).

### Assessment scheme

The sources give no assessment scheme for this course. The default award gates of Chapter 7 apply and a scheme must be approved before delivery (open item, Annex E).

**RA-SDAT-619 · Surveillance, Field Epidemiology & DHIS2 Analytics**

|                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | RA-SDAT-619                                                                                                                                                                                                                                                     |
| <b>Family and level</b>             | Long Course · RL2 Professional Certificate                                                                                                                                                                                                                      |
| <b>Theme</b>                        | T5 Data, Epidemiology and Digital Health                                                                                                                                                                                                                        |
| <b>Category</b>                     | Surveillance and Digital Health                                                                                                                                                                                                                                 |
| <b>Duration and hours</b>           | 12 weeks · 24 contact hours · 72 notional hours                                                                                                                                                                                                                 |
| <b>Credit</b>                       | 7 RCP (legacy: 2 credits at 36 notional hours each; Decision D10)                                                                                                                                                                                               |
| <b>Award</b>                        | RIYAADA Professional Certificate in Surveillance, Field Epidemiology & DHIS2 Analytics                                                                                                                                                                          |
| <b>Target participants</b>          | Practising and aspiring leaders and managers in health systems, ministries, hospitals, public-health authorities and academic organisations (Programme Philosophy §2); entry as in Chapter 8.                                                                   |
| <b>Delivery</b>                     | 12 weekly units: weeks 1–3 foundations, weeks 4–6 applied systems, weeks 7–9 integration and design, week 10 diagnostic review and feedback clinic, week 11 laboratories and workshops, week 12 capstone submission and presentation (Programme Philosophy §6). |
| <b>Syllabus status</b>              | Documented: Program Book and Programme Philosophy.                                                                                                                                                                                                              |
| <b>Source references</b>            | PB SDAT-619; PHI 11.2 SDAT-619                                                                                                                                                                                                                                  |
| <b>Alternative title</b>            | Surveillance, Digital Systems and Early Warning (Programme Philosophy)                                                                                                                                                                                          |
| <b>Course owner and review date</b> | To be named (Annex E).                                                                                                                                                                                                                                          |

**Course description**

This module connects surveillance and early warning with digital information systems. Learners examine IDSR, EWARN and DHIS2 workflows, data quality and interoperability. Outputs include an information-system improvement plan, dashboard and audit, with explicit responsibilities for access and data use.

**Learning outcomes**

On successful completion, participants will be able to:

- LO1** Interpret and apply EWARN indicators and thresholds to enhance early warning capabilities.
- LO2** Lead the maturation of Health Information Systems (HIS), driving improvements in system architecture and interoperability.
- LO3** Implement robust methodologies to improve data quality, including completeness and timeliness of reporting.
- LO4** Utilise DHIS2 analytics to generate actionable insights for health system management and policy formulation.

**Weekly outline**

| Week          | Programme Philosophy                      |
|---------------|-------------------------------------------|
| <b>Week 1</b> | Health Information System Architecture    |
| <b>Week 2</b> | Digital Pathways in IDSR and EWARN        |
| <b>Week 3</b> | DHIS2 Metadata Management                 |
| <b>Week 4</b> | Data Quality Principles and Practices     |
| <b>Week 5</b> | Ensuring Data Completeness and Timeliness |
| <b>Week 6</b> | DHIS2 Dashboard Development               |
| <b>Week 7</b> | System Interoperability in Digital Health |



| Week    | Programme Philosophy                         |
|---------|----------------------------------------------|
| Week 8  | Community-Based Digital Reporting Mechanisms |
| Week 9  | HIS Maturity Models and Evaluation           |
| Week 10 | Diagnostic review Clinical Workshop          |
| Week 11 | Practical HIS Laboratory Exercises           |
| Week 12 | Capstone Project – HIS Improvement Pack      |

### Signature outputs

- Health Information System (HIS) Improvement Plan
- Development of a DHIS2 Dashboard
- Comprehensive Data Quality Audit Report

### Assessment scheme

Programme Philosophy scheme:

| Instrument                          | Weight      | Evidence and standard |
|-------------------------------------|-------------|-----------------------|
| HIS Diagnostic Assessment           | 25%         |                       |
| Data Quality Audit Project          | 35%         |                       |
| Dashboard Design and Implementation | 25%         |                       |
| Participation and Engagement        | 15%         |                       |
| <b>Total</b>                        | <b>100%</b> |                       |



## Part VI · Executive Programmes

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Four applied programmes of six to twelve weeks, each built from subjects of thirty notional hours with a capstone and a reflective workshop.

- Chapter 20 Executive Programmes: Common Standards
- Chapter 21 Advanced Public Administration
- Chapter 22 Public Financial Management
- Chapter 23 Digital Public Infrastructure
- Chapter 24 Women in Senior Leadership



## 20 Executive Programmes: Common Standards

Four programmes of 90 to 180 hours with eighteen subjects of 30 hours each, specified in the Executive Programme Handbook (RIYAADA-EXEC-2026-001, September 2026).

### 20.1 Purpose and relationship to the portfolio

The suite specifies four executive programmes with the curriculum, learning workload, admission routes, study materials, practical cases, assessment tasks and award requirements needed for an academic approval decision and consistent delivery. Each programme develops an applied institutional product and a plan for its use during the following 90 days. The package is submitted to the Academic and Quality Committee for programme approval, with Academic Board scrutiny of curriculum, assessment and delivery classification; the Founder and Chair records institutional authorisation.

Advanced Public Administration extends the government administration and public-sector reform strand. Public Financial Management provides a general public-resource pathway. Diplomacy adds representational and international engagement competence. Women in Senior Leadership develops executive practice alongside institutional inclusion. Existing course credits or awards are not automatically replaced or counted twice.

#### Code distinction

The Handbook prefix **RA-PFM-304** is also the Catalogue code of Public Financial Management & Institutional Budgeting, an Executive Course in School S3. To avoid confusion the Handbook programme is coded **RA-PFMX-502** in this book. The Handbook describes RA-PFM-304 as a “facilities-related listing”; the Catalogue defines it as budget preparation, execution and control. Both exist as separate offers.

### 20.2 The four programmes

Table 62 • The four Executive Programmes

| Code               | Programme                                     | Weeks     | RECH      | Hours      | RCP       | Level (Handbook → unified) | Mode                  |
|--------------------|-----------------------------------------------|-----------|-----------|------------|-----------|----------------------------|-----------------------|
| <b>RA-APA-501</b>  | Advanced Public Administration                | 12        | 6         | 180        | 18        | RL3 → RL2                  | M5 supported distance |
| <b>RA-PFMX-502</b> | Public Financial Management                   | 8         | 4         | 120        | 12        | RL2 → RL2                  | M3 blended            |
| <b>RA-DPI-503</b>  | Diplomatic Protocol and International Affairs | 6         | 3         | 90         | 9         | RL2 → RL2                  | M4 live online        |
| <b>RA-WSL-504</b>  | Women in Senior Leadership                    | 10        | 5         | 150        | 15        | RL3 → RL2                  | M4 live online        |
| <b>Suite total</b> |                                               | <b>36</b> | <b>18</b> | <b>540</b> | <b>54</b> | <b>Separate awards</b>     |                       |

Completing all four programmes does not automatically confer an Executive Diploma. Any later pathway requires an approved alignment and integrative assessment, with no double counting. Module completion is recorded as Competent or RPL; the overall award carries the final programme grade; credit is released after all programme award conditions are satisfied.

### 20.3 Credit convention and workload

One RIYAADA executive credit hour (RECH) represents 30 notional learning hours: 10 hours of structured learning and 20 hours of independent study and assessed production. One learning hour is 60 minutes; breaks and optional events are excluded. In this book one RECH equals 3 RCP (Chapter 4). Structured learning is the sum of live or observed work and guided asynchronous work; asynchronous study counts as structured only when a faculty-designed task, feedback and completion evidence exist. The assessed live event itself is counted under live or observed hours, so no time is counted twice.

Table 63 • Hours by type of learning

| Programme    | Live or observed | Guided asynchronous | Independent study | Assessed production | Total hours |
|--------------|------------------|---------------------|-------------------|---------------------|-------------|
| APA          | 12               | 48                  | 72                | 48                  | 180         |
| PFM          | 24               | 16                  | 48                | 32                  | 120         |
| DPI          | 18               | 12                  | 36                | 24                  | 90          |
| WSL          | 30               | 20                  | 60                | 40                  | 150         |
| <b>Total</b> | <b>84</b>        | <b>96</b>           | <b>216</b>        | <b>144</b>          | <b>540</b>  |

## 20.4 Award level, entry and recognition

The Handbook awarded RL3 Advanced Certificates for Advanced Public Administration and Women in Senior Leadership. Because RL3 requires a three-course cluster of 24–30 RCP (Chapter 4), both programmes are RL2 Professional Certificates in this edition (Decision D1). The programmes' entry standards for RL3-level applicants, the recognition of prior learning and the other conditions of Chapter 8 are unchanged. Each subject spans two weeks, carries one RECH and totals 30 hours; all subjects are core; the final subject is integrative and not eligible for RPL.

## 20.5 Operating patterns and compulsory evidence

Table 64 • Operating patterns (Handbook §5)

| Programme and mode                 | Operating pattern                                                                                              | Compulsory evidence                                                                                                                                                                                                                                    |
|------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>APA • M5 supported distance</b> | 12 weeks; self-paced weekly study; one hour of live clinic or individual supervised work per learner per week. | Observed reform simulation and live individual defence; self-paced does not mean unobserved assessment.                                                                                                                                                |
| <b>PFM • M3 blended</b>            | Eight weeks; live online clinics plus six-hour in-person blocks in Weeks 4 and 8, excluding breaks.            | Both practical blocks and individual financial control observations. A missed block requires an approved in-person replacement; learners who complete online work but not the compulsory practical requirement receive a Statement of Attendance only. |
| <b>DPI • M4 live online</b>        | Six weeks; three live hours per week in two 90-minute sessions with breaks as needed.                          | Observed negotiation, protocol walk-through, crisis response and defence.                                                                                                                                                                              |
| <b>WSL • M4 live online</b>        | Ten weeks; three live hours per week in facilitated laboratories and coaching.                                 | Observed leadership negotiation, individual evidence and live defence.                                                                                                                                                                                 |

## 20.6 Assessment pattern and award rules

Table 65 • Programme assessment pattern

| Component                           | Weight | Calculation                                                                                                                    |
|-------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Participation and reflection</b> | 20%    | Rubric R total out of 20 contributes directly up to 20 programme points.                                                       |
| <b>Applied assignments (two)</b>    | 25%    | Average the two scores out of 100, then multiply by 0.25 (12.5% each).                                                         |
| <b>Observed simulation</b>          | 25%    | Score out of 100 multiplied by 0.25; the PFM and DPI sub-event weights apply.                                                  |
| <b>Capstone</b>                     | 30%    | Written score $\times$ 0.75 plus defence score $\times$ 0.25; the result is multiplied by 0.30 (22.5% written + 7.5% defence). |

Award gates, classification, late work, reassessment and appeals are those of Chapter 7. Rubrics A, C, D, S and R are in Annex H and the learner forms L1 to L5 are in Annex H.



## 21 Advanced Public Administration

Develop administrators who can turn a public mandate into lawful decisions, workable institutional arrangements and measurable service improvements under fiscal, capacity and political constraints.

### RA-APA-501 · Advanced Public Administration

|                              |                                                                                                                                                  |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                  | RA-APA-501                                                                                                                                       |
| <b>Family and level</b>      | Executive Programme · RL2 Professional Certificate (Handbook: RL3; reclassified, Decision D1)                                                    |
| <b>Duration and workload</b> | 12 weeks · 15 hours a week · 180 notional hours                                                                                                  |
| <b>Credit</b>                | 6 RECH = 18 RCP (Decision D2)                                                                                                                    |
| <b>Learning hours</b>        | Live or observed 12 · guided asynchronous 48 · independent study 72 · assessed production 48                                                     |
| <b>Mode</b>                  | Online with self-paced study and scheduled supervised clinics · M5 supported distance                                                            |
| <b>Award</b>                 | RIYAADA Professional Certificate in Advanced Public Administration                                                                               |
| <b>Target participants</b>   | Directors, department heads, senior civil servants, public agency managers, policy advisers and reform leads with line or budget accountability. |
| <b>Entry</b>                 | Handbook entry route: RL3 under Section 4 of the Handbook (see admission standard). See Chapter 8.                                               |
| <b>Core output</b>           | Public administration reform dossier                                                                                                             |
| <b>Course owner</b>          | Public Administration and Governance Course Owner                                                                                                |
| <b>Syllabus status</b>       | Documented: Executive Programme Handbook (RIYAADA-EXEC-2026-001, version 1.0, September 2026); pending Academic and Quality Committee approval.  |
| <b>Source references</b>     | RA-APA-2026 (Advanced Certificate in Advanced Public Administration, RL3)                                                                        |

### Purpose

Develop administrators who can turn a public mandate into lawful decisions, workable institutional arrangements and measurable service improvements under fiscal, capacity and political constraints.

### Programme outcomes

On successful completion, participants will be able to:

- APA1** Diagnose mandate overlap, accountability gaps and service bottlenecks using documented institutional evidence.
- APA2** Compare policy and administrative options using explicit public value, affordability and equity criteria.
- APA3** Design merit-based workforce, delegation and integrity arrangements with clear decision rights.
- APA4** Build an operational service improvement plan with cost, access, data protection and continuity controls.
- APA5** Use performance evidence and structured stakeholder engagement to adapt implementation.
- APA6** Defend a feasible reform proposal and a 90-day implementation plan before an assessment panel.



## Subject sequence

Table 66 · Subjects: each is 30 hours = 1 RECH = 3 RCP

| Subject | Title                                              | Weeks        | Live / guided / indep. / assessed h | Outcomes                      |
|---------|----------------------------------------------------|--------------|-------------------------------------|-------------------------------|
| APA01   | Public purpose and administrative systems          | Wk 1 and 2   | 2 / 8 / 12 / 8                      | APA1 APA2                     |
| APA02   | Policy analysis and intergovernmental coordination | Wk 3 and 4   | 2 / 8 / 12 / 8                      | APA1 APA2 APA5                |
| APA03   | Civil service capability and integrity             | Wk 5 and 6   | 2 / 8 / 12 / 8                      | APA3 APA5                     |
| APA04   | Public resources and inclusive digital services    | Wk 7 and 8   | 2 / 8 / 12 / 8                      | APA2 APA4                     |
| APA05   | Performance management and adaptive reform         | Wk 9 and 10  | 2 / 8 / 12 / 8                      | APA4 APA5                     |
| APA06   | Integrated public administration reform            | Wk 11 and 12 | 2 / 8 / 12 / 8                      | APA1 APA2 APA3 APA4 APA5 APA6 |

## Weekly operating pattern

Each week uses 1 live, 4 guided, 6 independent and 4 assessed-production hours (15 hours). Clinics, simulation work and the individual defence are scheduled within the live allocation; individual assessment slots replace the relevant clinic time.

Operating pattern: 12 weeks; self-paced weekly study; one hour of live clinic or individual supervised work per learner per week.

Compulsory evidence: Observed reform simulation and live individual defence; self-paced does not mean unobserved assessment.

## Assessment scheme

| Component                    | Timing              | Weight      | Outcomes assessed                                |
|------------------------------|---------------------|-------------|--------------------------------------------------|
| Participation and reflection | Across all subjects | 20%         | All; judged through the four reflection criteria |
| Applied Assignment A         | Week 4              | 12.5%       | APA1 APA2 APA5                                   |
| Applied Assignment B         | Week 8              | 12.5%       | APA3 APA4 APA5                                   |
| Observed simulation          | Week 10             | 25%         | APA2 APA3 APA4 APA5                              |
| Capstone written product     | Week 12             | 22.5%       | APA1 APA2 APA3 APA4 APA5 APA6                    |
| Individual capstone defence  | Week 12             | 7.5%        | APA1 APA2 APA3 APA4 APA5 APA6                    |
| <b>Total</b>                 |                     | <b>100%</b> |                                                  |

## Assessment briefs

### *Applied Assignment A: Institutional diagnostic and options memorandum*

Week 4 | 1,500 words plus two working exhibits | 12.5% of programme grade | Rubric A

Define a bounded administrative problem using the case or authorised workplace evidence. Submit a mandate and accountability map, service journey, three-option comparison and an interinstitutional coordination compact. State the authority required for the recommended action and distinguish verified facts from assumptions.

### *Applied Assignment B: Costed inclusive service improvement design*

Week 8 | 1,500 words plus a budget and service blueprint | 12.5% of programme grade | Rubric A



Translate the chosen option into a service workflow, workforce and delegation arrangements, first-year and recurrent costs, minimum data requirements and an assisted access route. Identify procurement or approval dependencies, continuity arrangements and a short indicator dictionary.

### **Observed simulation**

Week 10 | 25% of programme grade | Rubric S

Each learner performs a decision role, responds to one new constraint and submits a 500-word decision log within 48 hours. The assessed activity includes the Case APA budget and access injects.

### **Participation and reflection portfolio**

Keep one 250-word reflection per subject. Identify a decision or behaviour, the evidence or feedback that challenged it, what changed and how you will apply the learning. Attach peer feedback and the response to it. The portfolio is assessed at the programme end using Rubric R; activity counts and attendance alone do not earn marks.

## **Capstone: Public administration reform dossier**

Week 12 | 3,000 words plus up to eight pages of operational exhibits | 30% combined written product and defence

A 250-word decision brief; institutional diagnosis; evidence and limitations; options and justification; mandate and delegation or coordination tool; costed implementation design; citizen access and integrity safeguards; five indicators; a risk register; and a 90-day action plan.

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Defence</b>   | Prepare an eight-minute presentation, followed by 12 minutes of questions and five minutes for panel feedback. A 30-minute appointment includes identity checks and transition. The written product carries 75% and defence 25% of the capstone component. Use Rubrics C and D. The overall assessment and award rules in Section 10 also apply.                                                                                                                                                            |
| <b>Safeguard</b> | The proposal identifies a lawful decision route, preserves a review or complaints route, protects personal information and does not assign powers unsupported by the evidence.                                                                                                                                                                                                                                                                                                                              |
| <b>Format</b>    | Submit editable Word or accessible PDF narrative and readable tables through the approved learning platform. Financial workings may be included as an editable spreadsheet or Word calculation table. Use learner ID, programme code, assessment and version in the filename. State sources, permissions, assumptions, contribution and AI assistance. Word limits exclude tables, references and annexes; a 10% tolerance applies. An annex must support the argument and cannot replace missing analysis. |
| <b>Follow-up</b> | At day 30, confirm the sponsor decision and initial action. At day 60, review barriers, resource use and necessary adjustment. At day 90, submit a two-page implementation reflection with evidence and the next decision. This follow-up is included in programme support and is recorded separately; it is not an additional credit-bearing extension or a guarantee of workplace adoption.                                                                                                               |

Indicative panel questions:

- Which decision can your sponsor authorise, and which requires another authority?
- Which excluded service user is least well-served by your design?
- What would make you reverse your preferred option?
- Show how one cost and one indicator were calculated.

## **Case APA Reforming a regional public service office**

Fictional teaching case. The Regional Public Service Office processes small business service permits in a resource-constrained setting. The facts do not describe a named government agency. The director has authority to

redesign internal workflow and assign staff, but changes to fees, statutory eligibility and interagency mandates require approval by the competent authority.

**Table 67 • Case facts (last quarter)**

| Measure                                    | Case information                      |
|--------------------------------------------|---------------------------------------|
| Applications in the last quarter           | 240                                   |
| Completed within 10 working days           | 96                                    |
| Returned because documents were incomplete | 72                                    |
| Other cases still pending at quarter end   | 72                                    |
| Women applicants and timely completions    | 100 applicants; 30 timely completions |
| Men applicants and timely completions      | 140 applicants; 66 timely completions |
| Rural applicants and timely completions    | 80 applicants; 20 timely completions  |
| Urban applicants and timely completions    | 160 applicants; 76 timely completions |

**Table 68 • Current permit pathway**

| Process step                    | Current owner          | Observed issue                    |
|---------------------------------|------------------------|-----------------------------------|
| 1 Receive paper form            | Reception              | Requirements vary by clerk        |
| 2 Check identity                | Records clerk          | No written checklist              |
| 3 Review eligibility            | Technical officer      | Cases batched once a week         |
| 4 Recheck identity              | Administrative officer | Duplicates step 2                 |
| 5 Approve case                  | Director               | Routine cases await travel return |
| 6 Confirm authorised payment    | Cashier                | Payment log not reconciled daily  |
| 7 Issue permit and close record | Reception              | No named complaint reviewer       |

**Table 69 • Reform options**

| Option                 | First-year cost | Annual recurrent cost | Design feature                                                   |
|------------------------|-----------------|-----------------------|------------------------------------------------------------------|
| A Clarify and simplify | USD 6,000       | USD 2,000             | Written checklist, delegated routine decisions, assisted counter |
| B Digital portal       | USD 18,000      | USD 6,000             | Online applications, status tracking, training and support       |
| C Additional counter   | USD 12,000      | USD 10,000            | More staff, current workflow retained                            |

## APA Case workshop and working tools

Instructions:

1. Calculate overall timely completion and the gender and residence gaps. Categories for sex and residence overlap and must not be added together.
2. Compare the three options against public value, affordability, administrative authority and access. Do not treat forecast improvements as observed results.
3. Design a minimum complaint and review route, a delegation control and an assisted access channel.
4. Prepare an options memorandum and a costed 90-day test. The initial reform envelope is USD 15,000; existing baseline operations are funded separately.



Roles:

- Director: may approve internal workflow changes within the reform envelope; must refer fee and statutory changes.
- Regional coordinator: wants consistent standards and a weekly unresolved-case report.
- Finance manager: requires recurrent cost disclosure and an approved spending route.
- Service user representative: wants clear requirements, predictable times and a fair review route.

The facilitator introduces one or more changes during the exercise. Respond with a decision, rationale, approval route and record of the implications. Submit your own account; a group product does not establish individual competence.

**Table 70 • Decision rights worksheet (working tool)**

| Decision                | Authority and limit | Evidence and review |
|-------------------------|---------------------|---------------------|
| Routine eligibility     |                     |                     |
| Fee or statutory change |                     |                     |
| Payment reconciliation  |                     |                     |
| Complaint review        |                     |                     |



## APA01 · Public purpose and administrative systems

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | APA01                                                                                   |
| Programme          | RA-APA-501 · Advanced Public Administration                                             |
| Schedule           | Weeks 1 and 2                                                                           |
| Learning hours     | 30 hours · live or observed 2 · guided 8 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | APA1 APA2                                                                               |
| Readings           | R1 and R2 (Annex H, reference list)                                                     |

### Teaching brief

Public administration connects authority with the daily experience of a service user. A mandate tells an institution what it may do; a delegation identifies who may decide; a procedure explains how; and an accountability mechanism makes the decision open to review. These are separate design choices. A new office will not solve a problem if the bottleneck is an unclear approval or an unfunded task. Begin with a bounded service and follow a real transaction from request to decision. Record elapsed time, handovers, rejected applications and unanswered questions. Distinguish rules that protect public interests from habits that create delay. A systems map should show dependencies and feedback, including the effect of citizen complaints on management decisions. Compare administrative models by the problem they help solve. Predictable rules support consistency, managerial discretion can improve responsiveness, and collaborative governance can coordinate interdependent actors; each requires safeguards.

### Weekly tasks and required outputs

| Week | Focus                                | Learning content                                                                                                                                                               | Required output                                                              |
|------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 1    | Public mandate and public value      | Define the service problem and distinguish purpose, mandate, delegation and procedure. Compare rule-based administration, performance management and collaborative governance. | Create a one-page mandate map and a 200-word problem statement.              |
| 2    | Systems diagnosis and accountability | Trace one service journey, classify delays and map formal authority, informal influence and user feedback.                                                                     | Submit a two-page diagnostic with three evidence gaps and a stakeholder map. |

### Practical laboratory

Use Case APA in the handbook. Draw the seven-step permit pathway. Mark who requests, checks, approves, pays and reviews. Identify the duplicated identity checks and one missing accountability step. In the clinic, defend which step you would investigate first and why. Revise the map after one peer challenge; keep the original and revised versions.

### Check question

An agency proposes a new committee to resolve every delayed application. What must be established first?



## APA02 · Policy analysis and intergovernmental coordination

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | APA02                                                                                   |
| Programme          | RA-APA-501 · Advanced Public Administration                                             |
| Schedule           | Weeks 3 and 4                                                                           |
| Learning hours     | 30 hours · live or observed 2 · guided 8 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | APA1 APA2 APA5                                                                          |
| Readings           | R1 and R2 (Annex H, reference list)                                                     |

### Teaching brief

A decision memorandum starts with a decision that a named authority can actually take. Define the baseline and compare a small set of credible options, including maintaining the current approach where relevant. State the criteria before scoring options. Separate a forecast from an observed result and distinguish a national policy preference from an institution's legal power. Intergovernmental work needs explicit interfaces: which level sets standards, which funds delivery, who implements, who owns data and how disputes are resolved. Consultation should improve a decision, not merely validate it. Record who was heard, which concerns changed the proposal and which could not be accommodated. In a fragile setting, an option that depends on unavailable staffing or indefinite donor support is not yet an implementation plan. Sequence essential dependencies and use a small test before expanding.

### Weekly tasks and required outputs

| Week | Focus                                      | Learning content                                                                                                             | Required output                                                              |
|------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 3    | Evidence and policy options                | Appraise evidence quality, identify uncertainty and compare three options against agreed criteria.                           | Draft a two-page options matrix with a reasoned recommendation.              |
| 4    | Coordination and implementation agreements | Allocate functions across collaborating institutions without inventing statutory powers; design escalation and consultation. | Submit Applied Assignment A using the diagnostic and a coordination compact. |

### Practical laboratory

Assign roles as central agency, regional office, finance function and service user representative. Negotiate a one-page compact covering decisions, resources, information sharing and dispute resolution. Test it against a delayed transfer and an inconsistent eligibility rule. Record what can be agreed administratively and what requires a higher decision.

### Check question

What is wrong with choosing an option and then selecting criteria that make it win?



## APA03 · Civil service capability and integrity

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | APA03                                                                                   |
| Programme          | RA-APA-501 · Advanced Public Administration                                             |
| Schedule           | Weeks 5 and 6                                                                           |
| Learning hours     | 30 hours · live or observed 2 · guided 8 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | APA3 APA5                                                                               |
| Readings           | R2 (Annex H, reference list)                                                            |

### Teaching brief

An organisation chart is useful only when duties, authority and accountability fit together. Job descriptions should specify required outputs and competencies rather than the personal characteristics of a preferred candidate. Recruitment criteria should be agreed before applications are reviewed, with conflicts declared and scoring recorded. Delegation should identify the decision, value or risk limit, conditions and reporting requirement. It does not remove the delegator's oversight responsibilities. Integrity controls need both prevention and a credible response: accessible procedures, segregation of duties where feasible, documented exceptions and an independent route for concern. Performance conversations should use evidence, explain expectations, identify support and agree follow-up. They should not convert disagreement into misconduct. Where staff are scarce, design compensating review controls and disclose the remaining risk.

### Weekly tasks and required outputs

| Week | Focus                            | Learning content                                                                                    | Required output                                               |
|------|----------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 5    | Workforce planning and merit     | Analyse workload, define competencies, write role profiles and design a scored recruitment process. | Complete a role profile and a workforce gap table.            |
| 6    | Delegation and integrity systems | Prepare a delegation register, conflict declaration process and fair performance conversation.      | Submit a delegation matrix and a 500-word integrity response. |

### Practical laboratory

A service manager both approves eligibility and records payments because only two staff are available. Propose a proportionate control package with transaction logs, reconciliation, independent sample review and exception escalation. Run a five-minute performance conversation that focuses on facts and support rather than blame.

### Check question

Does a conflict declaration alone manage a procurement conflict?



## APA04 · Public resources and inclusive digital services

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | APA04                                                                                   |
| Programme          | RA-APA-501 · Advanced Public Administration                                             |
| Schedule           | Weeks 7 and 8                                                                           |
| Learning hours     | 30 hours · live or observed 2 · guided 8 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | APA2 APA4                                                                               |
| Readings           | R3 overview and R4 reporting and budgeting (Annex H, reference list)                    |

### Teaching brief

A service plan should connect activities with inputs, cost drivers and an affordable funding envelope. Count recurrent costs as well as the initial purchase. Distinguish the budget approved, cash available, commitments entered and payments made. An apparently cheap digital service can create new costs through licensing, support, data protection and user assistance. Map the service before automating it. Digital records should collect only information needed for the stated purpose, restrict access and provide an audit trail. Design an assisted channel for users without a device, literacy, connectivity or acceptable identification. An efficiency gain that excludes more applicants is an incomplete result. Compare cost per completed service alongside completion time, rejection reasons and access differences.

### Weekly tasks and required outputs

| Week | Focus                                 | Learning content                                                                                              | Required output                                                             |
|------|---------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 7    | Resource planning and service costing | Link service demand to staffing, procurement, operating costs and cash constraints.                           | Prepare a costed service improvement budget with assumptions.               |
| 8    | Digital service design and inclusion  | Redesign the process before choosing technology; specify minimum data, access controls and an assisted route. | Submit Applied Assignment B with a service blueprint and access safeguards. |

### Practical laboratory

Compare the three reform options in Case APA using first-year cost, recurrent cost, feasibility and access. Design a paper-compatible case identifier and a simple status register. Test a scenario in which the system is offline for two days. Explain how pending applications are recovered without duplication.

### Check question

Can a digital portal be considered successful because 90% of online users complete an application?



## APA05 · Performance management and adaptive reform

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | APA05                                                                                   |
| Programme          | RA-APA-501 · Advanced Public Administration                                             |
| Schedule           | Weeks 9 and 10                                                                          |
| Learning hours     | 30 hours · live or observed 2 · guided 8 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | APA4 APA5                                                                               |
| Readings           | R1 and R2 participation and oversight (Annex H, reference list)                         |

### Teaching brief

A performance measure needs a precise definition, numerator, denominator, source, reporting interval and owner. A target without a baseline is a hypothesis about improvement. Pair output measures with quality and equity checks so that a faster process does not simply reject difficult cases. Use a short review cycle: examine evidence, investigate variation, decide an action and record who will check its effect. In unstable conditions, a reform needs a minimum service continuity plan as well as a preferred operating model. Distinguish what management can adjust from changes requiring formal approval. A learning log records why a decision changed, including failed tests. Honest adaptation is more useful than reporting every pilot as a success.

### Weekly tasks and required outputs

| Week | Focus                            | Learning content                                                                                        | Required output                                                  |
|------|----------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| 9    | Results and evaluation           | Build a short results chain and indicator dictionary; distinguish contribution from causal attribution. | Create a five-indicator dashboard and a review agenda.           |
| 10   | Change leadership and continuity | Map support and resistance, rehearse an interagency review and respond to a disruption.                 | Complete the observed simulation and an individual decision log. |

### Practical laboratory

Run the Case APA reform review. After the first recommendation, receive the budget reduction and access complaint. Revise scope, protect essential service access and assign a decision owner. Explain what evidence could reverse the decision and when the next review will occur.

### Check question

If waiting time falls after a pilot, can the pilot be credited with the entire improvement?



## APA06 · Integrated public administration reform

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | APA06                                                                                   |
| Programme          | RA-APA-501 · Advanced Public Administration                                             |
| Schedule           | Weeks 11 and 12                                                                         |
| Learning hours     | 30 hours · live or observed 2 · guided 8 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | APA1 APA2 APA3 APA4 APA5 APA6                                                           |
| Readings           | R1 to R4 as relevant (Annex H, reference list)                                          |

### Teaching brief

The final reform dossier should allow a governing authority to decide, a manager to act and a reviewer to check progress. Begin with the decision requested and the public problem it addresses. Explain the mandate, evidence and limits of the analysis. Show why the recommended option is preferable and what it costs. Attach a workable delegation or coordination tool, a service improvement process and a small performance framework. Name dependencies that must be resolved before implementation. The 90-day plan should identify a sponsor, action owners, milestones and triggers for escalation. Approval of a classroom proposal is not approval by the employing institution. The learner remains responsible for securing any real-world authorisation before implementation.

### Weekly tasks and required outputs

| Week | Focus                                        | Learning content                                                                       | Required output                                                      |
|------|----------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| 11   | Capstone integration and peer challenge      | Integrate evidence, options, costs, authority and equity in a coherent reform dossier. | Submit a full draft for structured peer and faculty feedback.        |
| 12   | Executive defence and transition to practice | Defend the recommendation, revise it after challenge and agree follow-up evidence.     | Submit the final capstone and complete the individual panel defence. |

### Practical laboratory

Use the capstone readiness checklist: decision, authority, evidence, alternatives, costs, implementation, risk, equity, indicators and learning. Exchange dossiers and identify the single most consequential unsupported assumption. Address that assumption before panel submission.

### Check question

What makes a 90-day plan assessable?



## 22 Public Financial Management

Enable participants to plan, execute, reconcile and explain public resource decisions, connecting fiscal discipline with service priorities, internal control and equitable use of funds.

### RA-PFMX-502 · Public Financial Management

|                       |                                                                                                                                                                         |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                  | RA-PFMX-502                                                                                                                                                             |
| Family and level      | Executive Programme · RL2 Professional Certificate (Handbook: RL2; reclassified, Decision D1)                                                                           |
| Duration and workload | 8 weeks · 15 hours a week · 120 notional hours                                                                                                                          |
| Credit                | 4 RECH = 12 RCP (Decision D2)                                                                                                                                           |
| Learning hours        | Live or observed 24 · guided asynchronous 16 · independent study 48 · assessed production 32                                                                            |
| Mode                  | Online study and clinics with two compulsory in-person practical blocks · M3 blended                                                                                    |
| Award                 | RIYAADA Professional Certificate in Public Financial Management                                                                                                         |
| Target participants   | Finance and budget officers, programme managers, administrators, procurement staff and public sector managers with responsibility for resources or financial oversight. |
| Entry                 | Handbook entry route: RL2 under Section 4 of the Handbook (see admission standard). See Chapter 8.                                                                      |
| Core output           | Financial management improvement package                                                                                                                                |
| Course owner          | Public Financial Management Course Owner                                                                                                                                |
| Syllabus status       | Documented: Executive Programme Handbook (RIYAADA-EXEC-2026-001, version 1.0, September 2026); pending Academic and Quality Committee approval.                         |
| Source references     | RA-PFMX-2026 (Professional Certificate in Public Financial Management, RL2)                                                                                             |

### Purpose

Enable participants to plan, execute, reconcile and explain public resource decisions, connecting fiscal discipline with service priorities, internal control and equitable use of funds.

### Programme outcomes

On successful completion, participants will be able to:

- PFM1** Explain the budget cycle and distinguish appropriation, release, commitment, obligation, payment and arrears.
- PFM2** Prepare a balanced programme budget and a realistic cash plan with a documented funding shock response.
- PFM3** Apply procurement and commitment controls and demonstrate a verifiable payment and reconciliation process.
- PFM4** Interpret budget variances, fiscal risks and equity implications using transparent calculations.
- PFM5** Produce and defend a financial improvement package with assigned controls and a 90-day action plan.



## Subject sequence

Table 71 • Subjects: each is 30 hours = 1 RECH = 3 RCP

| Subject      | Title                                        | Weeks      | Live / guided / indep. / assessed h | Outcomes            |
|--------------|----------------------------------------------|------------|-------------------------------------|---------------------|
| <b>PFM01</b> | Budget institutions and credible planning    | Wk 1 and 2 | 4 / 6 / 12 / 8                      | PFM1 PFM2           |
| <b>PFM02</b> | Cash commitment and procurement control      | Wk 3 and 4 | 8 / 2 / 12 / 8                      | PFM1 PFM2 PFM3      |
| <b>PFM03</b> | Accounting reporting and financial assurance | Wk 5 and 6 | 4 / 6 / 12 / 8                      | PFM3 PFM4           |
| <b>PFM04</b> | Equity fiscal risk and executive decisions   | Wk 7 and 8 | 8 / 2 / 12 / 8                      | PFM2 PFM3 PFM4 PFM5 |

## Weekly operating pattern

Weeks 1, 2, 5 and 6 each use 2 live, 3 guided, 6 independent and 4 assessed-production hours. Weeks 3 and 7 use 2, 2, 7 and 4 hours. Weeks 4 and 8 use 6, 0, 5 and 4 hours, with live time delivered in person. Each week totals 15 hours.

Operating pattern: Eight weeks; live online clinics plus six-hour in-person blocks in Weeks 4 and 8, excluding breaks. Compulsory evidence: Both practical blocks and individual financial control observations. A missed block requires an approved in-person replacement; learners who complete online work but not the compulsory practical requirement receive a Statement of Attendance only.

## Assessment scheme

| Component                    | Timing                                     | Weight      | Outcomes assessed                                |
|------------------------------|--------------------------------------------|-------------|--------------------------------------------------|
| Participation and reflection | Across all subjects                        | 20%         | All; judged through the four reflection criteria |
| Applied Assignment A         | Week 2                                     | 12.5%       | PFM1 PFM2                                        |
| Applied Assignment B         | Week 5                                     | 12.5%       | PFM1 PFM3 PFM4                                   |
| Observed simulation          | Week 8 with practical evidence from Week 4 | 25%         | PFM2 PFM3 PFM4                                   |
| Capstone written product     | Week 8                                     | 22.5%       | PFM1 PFM2 PFM3 PFM4 PFM5                         |
| Individual capstone defence  | Week 8                                     | 7.5%        | PFM1 PFM2 PFM3 PFM4 PFM5                         |
| <b>Total</b>                 |                                            | <b>100%</b> |                                                  |

## Assessment briefs

### **Applied Assignment A: Programme budget and financial diagnosis**

Week 2 | 1,000 words plus budget tables | 12.5% of programme grade | Rubric A

Reconcile the approved budget, identify cost drivers and existing commitments, specify the accounting period and basis, and prepare a budget priority note. Show formula workings, assumptions and one funding sensitivity.

### **Applied Assignment B: Cash reconciliation and variance report**

Week 5 | 1,000 words plus workings and registers | 12.5% of programme grade | Rubric A

Submit the corrected cashbook, bank reconciliation, budget versus paid-and-committed analysis and a short management report. Explain timing items and corrections; attach a commitment and payment control checklist.

### **Observed simulation**

Week 8 with practical evidence from Week 4 | 25% of programme grade | Rubric S



Each learner demonstrates procurement or payment controls in Block 1 and financial reprioritisation in Block 2. Submit a 500-word individual decision log. Block 1 contributes 40% and Block 2 60% of the simulation mark.

### Participation and reflection portfolio

Keep one 250-word reflection per subject. Identify a decision or behaviour, the evidence or feedback that challenged it, what changed and how you will apply the learning. Attach peer feedback and the response to it. The portfolio is assessed at the programme end using Rubric R; activity counts and attendance alone do not earn marks.

### Capstone: Financial management improvement package

Week 8 | 2,000 words plus up to eight pages of financial exhibits | 30% combined written product and defence

A balanced budget summary; cash forecast and funding shock revision; reconciliation; procurement and commitment controls; financial and service risks; an equity note; an audit action tracker; and a 90-day financial improvement plan.

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Defence</b>   | Prepare an eight-minute presentation, followed by 12 minutes of questions and five minutes for panel feedback. A 30-minute appointment includes identity checks and transition. The written product carries 75% and defence 25% of the capstone component. Use Rubrics C and D. The overall assessment and award rules in Section 10 also apply.                                                                                                                                                            |
| <b>Safeguard</b> | Cash and budget schedules reconcile without an unexplained balancing entry; outstanding obligations remain visible; the learner applies an authorised approval route and manages the declared conflict of interest.                                                                                                                                                                                                                                                                                         |
| <b>Format</b>    | Submit editable Word or accessible PDF narrative and readable tables through the approved learning platform. Financial workings may be included as an editable spreadsheet or Word calculation table. Use learner ID, programme code, assessment and version in the filename. State sources, permissions, assumptions, contribution and AI assistance. Word limits exclude tables, references and annexes; a 10% tolerance applies. An annex must support the argument and cannot replace missing analysis. |
| <b>Follow-up</b> | At day 30, confirm the sponsor decision and initial action. At day 60, review barriers, resource use and necessary adjustment. At day 90, submit a two-page implementation reflection with evidence and the next decision. This follow-up is included in programme support and is recorded separately; it is not an additional credit-bearing extension or a guarantee of workplace adoption.                                                                                                               |

Indicative panel questions:

- Why is the outstanding commitment not the same as a bank payment?
- Explain each adjustment in your reconciliation.
- Which proposed reduction needs approval and which can management schedule?
- How does your plan protect both financial control and essential service access?

### Case PFM Managing a service budget under a funding shock

Fictional teaching case. All amounts are USD. The annual approved budget is USD 120,000. The six-month expenditure report uses cash payments, with valid unpaid commitments shown separately. The cash forecast covers the next three months. The institution may reprioritise discretionary activity only through its authorised approval route; no new borrowing or waiver is assumed.

**Table 72 • Budget position at six months (USD)**

| Budget line      | Approved annual | Paid to date | Unpaid commitments |
|------------------|-----------------|--------------|--------------------|
| Personnel        | 48,000          | 24,000       | 0                  |
| Service supplies | 24,000          | 10,000       | 5,000              |
| Outreach         | 18,000          | 7,000        | 3,000              |
| Operations       | 12,000          | 6,000        | 1,000              |
| Training         | 10,000          | 4,000        | 2,000              |
| Equipment        | 8,000           | 5,000        | 0                  |
| Total            | 120,000         | 56,000       | 11,000             |

**Table 73 • Bank reconciliation items (USD)**

| Item                               | Amount | Treatment to determine                            |
|------------------------------------|--------|---------------------------------------------------|
| Cashbook balance before correction | 19,950 | Includes the deposit and cheque below             |
| Bank statement balance             | 21,200 | Includes the bank charge and direct receipt below |
| Deposit in transit                 | 1,500  | Not yet on bank statement                         |
| Unpresented cheque                 | 2,000  | Already deducted in cashbook                      |
| Bank charge                        | 50     | Not yet entered in cashbook                       |
| Direct receipt                     | 800    | Not yet entered in cashbook                       |

**Table 74 • Three-month cash forecast (USD)**

| Cash forecast    | Month 1 | Month 2 | Month 3 |
|------------------|---------|---------|---------|
| Expected inflows | 15,000  | 12,000  | 8,000   |
| Planned payments | 20,000  | 18,000  | 16,000  |

**Table 75 • Supplier offers (procurement exercise)**

| Procurement offer | Quoted price (USD) | Delivery | Compliance                                 |
|-------------------|--------------------|----------|--------------------------------------------|
| Supplier A        | 6,000              | 14 days  | Meets the stated specification             |
| Supplier B        | 5,500              | 30 days  | Does not meet the required 14-day delivery |
| Supplier C        | 6,400              | 10 days  | Meets the stated specification             |

## PFM Procurement and practical workshop

Instructions:

1. Calculate paid plus committed expenditure, the uncommitted balance and the proportion of the annual budget paid. Do not call the result a PEFA indicator score.
2. Reconcile the bank and cashbook and use the corrected cashbook as the opening cash balance for the forecast.
3. Prepare monthly closing cash balances and a response to a reduction of USD 10,000 in Month 2 inflows. Planned payments already include the USD 11,000 valid commitments; do not add those commitments again.
4. Evaluate the quotations. Delivery within 14 days is a mandatory criterion published before bids. The evaluation chair is related to Supplier A and must declare the conflict. No award decision has yet been made.



5. Month 3 payments include USD 5,000 discretionary training that can be deferred if authorised, without breaching a contract. Explain the residual risk and service implications.

Roles:

- Budget owner: protects service continuity and requests any revised allocation.
- Finance officer: owns the cash forecast, commitment register and reconciliation.
- Procurement officer: applies the published specification and retains the evaluation record.
- Independent reviewer: checks conflict management, authority and audit evidence.

The facilitator introduces one or more changes during the exercise. Respond with a decision, rationale, approval route and record of the implications. Submit your own account; a group product does not establish individual competence.



## PFM01 · Budget institutions and credible planning

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | PFM01                                                                                   |
| Programme          | RA-PFMX-502 · Public Financial Management                                               |
| Schedule           | Weeks 1 and 2                                                                           |
| Learning hours     | 30 hours · live or observed 4 · guided 6 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | PFM1 PFM2                                                                               |
| Readings           | R3 overview and R4 budgeting (Annex H, reference list)                                  |

### Teaching brief

Public financial management links policy choices to authorised resources and the evidence that those resources were used as intended. The budget cycle includes formulation, legislative or governing approval, execution, reporting and scrutiny. Aggregate fiscal discipline, allocation to priorities and service delivery performance are complementary objectives. A programme budget should identify outputs, quantities, unit costs, timing and recurrent implications. Avoid starting with last year's total and adding a percentage without examining demand and commitments. Classification allows the same transaction to be understood by organisation, economic type and programme purpose. Use the classifications approved for the institution; the labels in a teaching case are not a replacement for a government chart of accounts.

### Weekly tasks and required outputs

| Week | Focus                           | Learning content                                                                                      | Required output                                                      |
|------|---------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| 1    | Budget cycle and accountability | Map actors, authorisations and reporting relationships; interpret the main PFM objectives.            | Complete a budget cycle map and classify ten example transactions.   |
| 2    | Costing and budget formulation  | Calculate quantities and unit costs, prioritise within a ceiling and identify recurrent implications. | Submit Applied Assignment A with a programme budget and assumptions. |

### Practical laboratory

Using Case PFM, reconcile the six approved budget lines to the total ceiling. Create a service priority note explaining which expenditures protect continuity. Identify the information needed before treating a donor pledge as available financing. Present one sensitivity calculation.

### Check question

Why can an approved budget not be treated as cash available today?



## PFM02 · Cash commitment and procurement control

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | PFM02                                                                                   |
| Programme          | RA-PFMX-502 · Public Financial Management                                               |
| Schedule           | Weeks 3 and 4                                                                           |
| Learning hours     | 30 hours · live or observed 8 · guided 2 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | PFM1 PFM2 PFM3                                                                          |
| Readings           | R3 predictability and control and R2 risk (Annex H, reference list)                     |

### Teaching brief

A cash forecast shows when money is expected to arrive and when authorised obligations fall due. A commitment control asks whether a purchase can be undertaken before an order is placed. An obligation becomes payable under the relevant contractual and accounting rules; overdue unpaid obligations may become arrears. Procurement should link an approved need to clear specifications, an appropriate method, a documented evaluation and contract management. The cheapest quoted price is not necessarily the best evaluated offer if quality, delivery and life-cycle costs are material. A declared conflict requires a management decision, such as recusal and independent review. An urgent request does not erase the need for authority, evidence and later accountability.

### Weekly tasks and required outputs

| Week | Focus                             | Learning content                                                                                                     | Required output                                                      |
|------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| 3    | Cash planning and commitments     | Build a monthly cash forecast and register existing commitments and payment deadlines.                               | Prepare a three-month cash plan with a shortfall response.           |
| 4    | Procurement and payment practical | Complete the first six-hour in-person block: procurement file, payment controls and observed authorisation exercise. | Submit the first practical observation record and control checklist. |

### Practical laboratory

Use the quotations and conflict in Case PFM. Check compliance before comparing offers, record reasons, separate evaluation from approval and build an audit trail. In the payment drill, match request, approval, delivery evidence, invoice and payment record. Escalate missing documents rather than inventing them.

### Check question

A supplier offers to split one order into three invoices below an approval limit. Is this an acceptable efficiency measure?



## PFM03 · Accounting reporting and financial assurance

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | PFM03                                                                                   |
| Programme          | RA-PFMX-502 · Public Financial Management                                               |
| Schedule           | Weeks 5 and 6                                                                           |
| Learning hours     | 30 hours · live or observed 4 · guided 6 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | PFM3 PFM4                                                                               |
| Readings           | R3 accounting and scrutiny and R4 reporting and (Annex H, reference list)               |

### Teaching brief

A reconciliation explains the difference between two records of the same financial position. A bank reconciliation separates items already recorded in the cashbook but not on the bank statement from items on the bank statement not yet entered in the cashbook. Correct errors with an authorised audit trail. Never insert an unexplained balancing amount to force agreement. Variance analysis compares like with like and explains both amount and service implication. A lower spend may reflect efficiency, a procurement delay or a failure to deliver. Internal control is management's responsibility; internal audit provides independent assurance within the organisation; external audit and legislative scrutiny serve distinct oversight roles. An audit finding is closed only when the action and supporting evidence have been checked.

### Weekly tasks and required outputs

| Week | Focus                         | Learning content                                                                                  | Required output                                                            |
|------|-------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| 5    | Accounting and reconciliation | Reconcile the teaching cashbook and bank statement; identify corrections and supporting evidence. | Submit Applied Assignment B with reconciliation and a variance commentary. |
| 6    | Risk audit and assurance      | Design a control register, differentiate assurance roles and prepare an audit action tracker.     | Create a risk register and a management response to two findings.          |

### Practical laboratory

Complete the Case PFM reconciliation and explain each timing difference. Recalculate paid and committed expenditure against the approved budget. Identify one financial risk, one service delivery risk and the assurance needed for each.

### Check question

Should internal audit approve routine payments to strengthen control?



## PFM04 · Equity fiscal risk and executive decisions

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | PFM04                                                                                   |
| Programme          | RA-PFMX-502 · Public Financial Management                                               |
| Schedule           | Weeks 7 and 8                                                                           |
| Learning hours     | 30 hours · live or observed 8 · guided 2 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | PFM2 PFM3 PFM4 PFM5                                                                     |
| Readings           | R4 and R5 (Annex H, reference list)                                                     |

### Teaching brief

A spending plan can be balanced yet distribute benefits unfairly. Ask who uses the service, who cannot reach it and which costs are shifted onto households or staff. Analyse allocation, execution and results, rather than treating expenditure on a labelled group as proof of benefit. Fiscal risk includes events that can change revenue, expenditure, assets or liabilities; guarantees and future operating costs should not disappear because they are outside today's cash payment. Under a funding shock, protect lawful obligations and essential functions while reviewing deferrable activities. Document the authority for changes and communicate the service consequences. A useful executive financial brief makes the shortfall, choices, risks and decision requested visible in a small number of clear tables.

### Weekly tasks and required outputs

| Week | Focus                                   | Learning content                                                                                             | Required output                                               |
|------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 7    | Equitable allocation and fiscal risk    | Analyse distribution, contingent commitments, donor uncertainty and service consequences of reductions.      | Draft an equity note and a funding shock decision memorandum. |
| 8    | Integrated financial review and defence | Complete the second six-hour in-person block: cash shock simulation, individual defence and capstone review. | Submit the final package, simulation log and panel defence.   |

### Practical laboratory

The Case PFM expected transfer falls by USD 10,000. Negotiate a revised payment schedule, preserve evidence of outstanding obligations and state who must approve any reprioritisation. Defend a service protection choice and an equity safeguard in the final review.

### Check question

Does a reduction in unpaid invoices prove better financial performance?



## 23 Diplomatic Protocol and International Affairs

Develop disciplined representation, protocol planning, diplomatic communication and negotiation, with an understanding of international institutions and the limits of delegated authority.

### RA-DPI-503 · Diplomatic Protocol and International Affairs

|                       |                                                                                                                                                                                                           |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                  | RA-DPI-503                                                                                                                                                                                                |
| Family and level      | Executive Programme · RL2 Professional Certificate (Handbook: RL2; reclassified, Decision D1)                                                                                                             |
| Duration and workload | 6 weeks · 15 hours a week · 90 notional hours                                                                                                                                                             |
| Credit                | 3 RECH = 9 RCP (Decision D2)                                                                                                                                                                              |
| Learning hours        | Live or observed 18 · guided asynchronous 12 · independent study 36 · assessed production 24                                                                                                              |
| Mode                  | Live online workshops with guided study and observed diplomatic simulations · M4 live online                                                                                                              |
| Award                 | RIYAADA Professional Certificate in Diplomatic Protocol and International Affairs                                                                                                                         |
| Target participants   | Protocol and international relations officers, executive assistants, public officials, university and civil society partnership leads, and professionals preparing for representational responsibilities. |
| Entry                 | Handbook entry route: RL2 under Section 4 of the Handbook (see admission standard). See Chapter 8.                                                                                                        |
| Core output           | Official engagement and international affairs dossier                                                                                                                                                     |
| Course owner          | Diplomacy and International Affairs Course Owner                                                                                                                                                          |
| Syllabus status       | Documented: Executive Programme Handbook (RIYAADA-EXEC-2026-001, version 1.0, September 2026); pending Academic and Quality Committee approval.                                                           |
| Source references     | RA-DPI-2026 (Professional Certificate in Diplomatic Protocol and International Affairs, RL2)                                                                                                              |

#### Purpose

Develop disciplined representation, protocol planning, diplomatic communication and negotiation, with an understanding of international institutions and the limits of delegated authority.

#### Programme outcomes

On successful completion, participants will be able to:

- DPI1** Distinguish diplomatic functions, protocol practice and legal privilege using appropriate official sources.
- DPI2** Prepare an accurate, accessible official visit and meeting protocol package.
- DPI3** Draft diplomatic correspondence, speaking notes and an international affairs briefing.
- DPI4** Negotiate within a documented mandate and record agreements and unresolved issues accurately.
- DPI5** Manage a protocol disruption and defend an integrated engagement dossier.



## Subject sequence

Table 76 • Subjects: each is 30 hours = 1 RECH = 3 RCP

| Subject | Title                                           | Weeks      | Live / guided / indep. / assessed h | Outcomes       |
|---------|-------------------------------------------------|------------|-------------------------------------|----------------|
| DPI01   | International affairs and representation        | Wk 1 and 2 | 6 / 4 / 12 / 8                      | DPI1 DPI3      |
| DPI02   | Official visits protocol and correspondence     | Wk 3 and 4 | 6 / 4 / 12 / 8                      | DPI1 DPI2 DPI3 |
| DPI03   | Negotiation crisis communication and engagement | Wk 5 and 6 | 6 / 4 / 12 / 8                      | DPI3 DPI4 DPI5 |

## Weekly operating pattern

Each week uses 3 live, 2 guided, 6 independent and 4 assessed-production hours (15 hours). Observed assessment and defence slots replace the relevant scheduled laboratory time; they are not additional hidden workload.

Operating pattern: Six weeks; three live hours per week in two 90-minute sessions with breaks as needed. Compulsory evidence: Observed negotiation, protocol walk-through, crisis response and defence.

## Assessment scheme

| Component                    | Timing                                 | Weight      | Outcomes assessed                                |
|------------------------------|----------------------------------------|-------------|--------------------------------------------------|
| Participation and reflection | Across all subjects                    | 20%         | All; judged through the four reflection criteria |
| Applied Assignment A         | Week 2                                 | 12.5%       | DPI1 DPI3                                        |
| Applied Assignment B         | Week 4                                 | 12.5%       | DPI1 DPI2 DPI3                                   |
| Observed simulation          | Week 5 with crisis challenge in Week 6 | 25%         | DPI2 DPI3 DPI4 DPI5                              |
| Capstone written product     | Week 6                                 | 22.5%       | DPI1 DPI2 DPI3 DPI4 DPI5                         |
| Individual capstone defence  | Week 6                                 | 7.5%        | DPI1 DPI2 DPI3 DPI4 DPI5                         |
| <b>Total</b>                 |                                        | <b>100%</b> |                                                  |

## Assessment briefs

### *Applied Assignment A: International affairs briefing*

Week 2 | 1,000 words plus an actor and authority map | 12.5% of programme grade | Rubric A

Explain the engagement purpose, relevant institutions, actor interests, verified facts, uncertainties and negotiating authority. Distinguish institutional analysis from an official national position. Cite the relevant official sources.

### *Applied Assignment B: Protocol and diplomatic writing portfolio*

Week 4 | Up to six pages | 12.5% of programme grade | Rubric A

Submit a visit run sheet, a justified seating plan, an invitation or note verbale, a two-minute speaking note, an accessibility and interpretation checklist, and a clearance record. Use the fictional case facts consistently.

### *Observed simulation*

Week 5 with crisis challenge in Week 6 | 25% of programme grade | Rubric S

Perform an observed negotiating, protocol or spokesperson role and answer an individual challenge. Submit a 500-word decision log and an accurate record of agreements and unresolved matters. The negotiation contributes 70% and the crisis challenge 30% of the simulation mark.

**Participation and reflection portfolio**

Keep one 250-word reflection per subject. Identify a decision or behaviour, the evidence or feedback that challenged it, what changed and how you will apply the learning. Attach peer feedback and the response to it. The portfolio is assessed at the programme end using Rubric R; activity counts and attendance alone do not earn marks.

**Capstone: Official engagement and international affairs dossier**

Week 6 | 1,800 words plus up to eight pages of event and communication tools | 30% combined written product and defence

A decision brief; verified institutional context; objectives and authority; delegation register; protocol run sheet; seating basis; communication products; negotiation strategy; contingency plan; meeting record; and a 90-day relationship follow-up plan.

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Defence</b>   | Prepare an eight-minute presentation, followed by 12 minutes of questions and five minutes for panel feedback. A 30-minute appointment includes identity checks and transition. The written product carries 75% and defence 25% of the capstone component. Use Rubrics C and D. The overall assessment and award rules in Section 10 also apply.                                                                                                                                                            |
| <b>Safeguard</b> | Names and roles are consistent with the case, commitments stay within mandate, precedence is justified by the applicable host rule, and confidential instructions are not disclosed in public communication.                                                                                                                                                                                                                                                                                                |
| <b>Format</b>    | Submit editable Word or accessible PDF narrative and readable tables through the approved learning platform. Financial workings may be included as an editable spreadsheet or Word calculation table. Use learner ID, programme code, assessment and version in the filename. State sources, permissions, assumptions, contribution and AI assistance. Word limits exclude tables, references and annexes; a 10% tolerance applies. An annex must support the argument and cannot replace missing analysis. |
| <b>Follow-up</b> | At day 30, confirm the sponsor decision and initial action. At day 60, review barriers, resource use and necessary adjustment. At day 90, submit a two-page implementation reflection with evidence and the next decision. This follow-up is included in programme support and is recorded separately; it is not an additional credit-bearing extension or a guarantee of workplace adoption.                                                                                                               |

Indicative panel questions:

- Which element of your precedence decision is specific to this event?
- What can you agree today, and what must be referred for clearance?
- How would you correct a public statement that overstates the outcome?
- What changes when the head of delegation is replaced?

**Case DPI A regional cooperation meeting**

Fictional teaching case. The host institution is the Public Governance Learning Centre. It will convene a 90-minute cooperation meeting on staff development and information exchange. All delegations and states below are fictional. No participant is authorised to sign a treaty, spend money or announce a binding partnership. The host may agree a non-binding record of discussion and nominate technical focal points.

**Table 77 • Meeting roles (all delegations fictional)**

| Seat or role         | Delegation | Verified case detail                                 |
|----------------------|------------|------------------------------------------------------|
| H1 Chair             | Host       | Director of the Centre                               |
| H2 Host finance lead | Host       | May advise on cost; cannot approve new funding today |



| Seat or role            | Delegation                  | Verified case detail              |
|-------------------------|-----------------------------|-----------------------------------|
| H3 Host programme lead  | Host                        | Owns technical follow-up          |
| H4 Host protocol lead   | Host                        | Confirms event arrangements       |
| V1 Ambassador           | State Luma                  | Took up functions 15 January 2024 |
| V2 Ambassador           | State Neri                  | Took up functions 20 March 2025   |
| V3 Resident coordinator | Regional Cooperation Agency | Head of agency delegation         |
| V4 Chargé d'affaires    | State Tavi                  | Head of delegation                |

**Table 78 • Event requirements**

| Event requirement          | Case instruction                                                                                            |
|----------------------------|-------------------------------------------------------------------------------------------------------------|
| Table configuration        | Two rows of four facing seats; list each row from the chair's left to right                                 |
| Agreed host allocation     | Host row: H2 H1 H3 H4. Visitor row: V2 V1 V3 V4                                                             |
| Basis                      | Host protocol office has confirmed this arrangement for this event; V1 is opposite H1                       |
| Diplomatic corps reference | V1 precedes V2 within the ambassador class; mixed-event places follow the agreed host allocation            |
| Interpretation             | English and Somali; the interpreter needs a sightline and audio connection outside the eight delegate seats |
| Accessibility              | Step-free entry and an accessible route to the table                                                        |
| Schedule                   | Welcome 10 minutes; issue discussion 35; options 25; agreed record 15; close 5                              |

## DPI Case workshop and working tools

Instructions:

1. Prepare the eight-seat plan exactly from the fictional host instruction and document its event-specific basis.
2. Create a run sheet including check-in, interpretation, access, speaking order, meeting record and contingency ownership.
3. Draft a 200-word note verbale requesting confirmed delegation details, and a two-minute opening note that does not overstate authority.
4. Negotiate two practical next steps and record what remains subject to institutional approval.

Roles:

- Host chair: wants a clear technical follow-up with no financial commitment.
- State Luma delegate: wants a named focal point and a six-week technical meeting.
- State Neri delegate: wants a public statement describing the exchange of ideas, without implying endorsement.
- Agency representative: wants an accessible participation plan and a documented record of responsibilities.

The facilitator introduces one or more changes during the exercise. Respond with a decision, rationale, approval route and record of the implications. Submit your own account; a group product does not establish individual competence.



Table 79 • Event run sheet worksheet (working tool)

| Time                    | Activity and owner | Clearance or contingency |
|-------------------------|--------------------|--------------------------|
| Before arrival          |                    |                          |
| Opening                 |                    |                          |
| Discussion              |                    |                          |
| Agreed record and close |                    |                          |



## DPI01 · International affairs and representation

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | DPI01                                                                                   |
| Programme          | RA-DPI-503 · Diplomatic Protocol and International Affairs                              |
| Schedule           | Weeks 1 and 2                                                                           |
| Learning hours     | 30 hours · live or observed 6 · guided 4 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | DPI1 DPI3                                                                               |
| Readings           | R6 R7 Articles 3 and 41 and R10 (Annex H, reference list)                               |

### Teaching brief

Diplomacy concerns representation, communication and the pursuit of interests through authorised relationships. Protocol creates orderly procedures for those interactions. Etiquette concerns courtesy and appropriate conduct; it should not be confused with legal status. A participant in an international meeting does not acquire diplomatic immunity simply by holding a senior title or carrying an invitation. Different rules apply to diplomats, consular personnel and international organisation representatives. Begin any brief by stating the institution represented, the purpose of engagement and the speaker's authority. Distinguish bilateral engagement from multilateral procedure, and analysis from an official national position. Use official sources to verify a body's mandate and the current status of a proposal. Record uncertainty explicitly when a counterpart's position is unconfirmed.

### Weekly tasks and required outputs

| Week | Focus                                         | Learning content                                                                                                    | Required output                                                  |
|------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| 1    | International institutions and interests      | Map states, international organisations and non-state actors; distinguish interests, mandate and official position. | Prepare a one-page actor map and issue brief.                    |
| 2    | Diplomatic functions and professional conduct | Study mission functions and responsibilities; distinguish privilege from protocol courtesy and establish clearance. | Submit Applied Assignment A with an international affairs brief. |

### Practical laboratory

Use Case DPI to identify who may speak, negotiate, confirm attendance and sign. Mark the difference between a meeting record, a non-binding intention and an agreement requiring legal clearance. Draft two lines that preserve cooperation without exceeding delegated authority.

### Check question

Does an international conference badge establish diplomatic immunity?



## DPI02 · Official visits protocol and correspondence

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | DPI02                                                                                   |
| Programme          | RA-DPI-503 · Diplomatic Protocol and International Affairs                              |
| Schedule           | Weeks 3 and 4                                                                           |
| Learning hours     | 30 hours · live or observed 6 · guided 4 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | DPI1 DPI2 DPI3                                                                          |
| Readings           | R6 R7 Articles 13 to 18 and R10 (Annex H, reference list)                               |

### Teaching brief

An official visit should be planned around its substantive purpose. Confirm the level of representation, arrival details, titles, interpretation, access requirements and the approval route before finalising the programme. Precedence is context-dependent: diplomatic corps precedence does not automatically determine the seating of every mixed institutional event. Agree the order with the host protocol authority and record the basis. Use equal dignity, accurate naming and consistent treatment of comparable guests. A run sheet should identify times, activity owners, movement, interpretation and contingencies. Correspondence needs a clear purpose, verified recipient, appropriate institutional format and authorisation. A note verbale commonly uses third-person institutional language, while an official letter follows the sender's authorised letter format. A title or translation error can change meaning and should receive a second review.

### Weekly tasks and required outputs

| Week | Focus                                   | Learning content                                                                          | Required output                                                |
|------|-----------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| 3    | Visit planning and precedence           | Build a delegation register, seating plan, run sheet and accessibility arrangements.      | Produce a protocol plan with a documented precedence basis.    |
| 4    | Diplomatic correspondence and messaging | Draft an invitation, note verbale, speaking note and record of meeting; verify clearance. | Submit Applied Assignment B with three communication products. |

### Practical laboratory

Construct the Case DPI eight-seat table from the supplied fictional host rule. Re-plan when the lead delegate is replaced. Draft a note requesting confirmed delegation details, interpretation needs and any approved schedule change. Pair-review names, dates, titles and clearance.

### Check question

What is the safest response when two delegations dispute precedence?



## DPI03 · Negotiation crisis communication and engagement

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | DPI03                                                                                   |
| Programme          | RA-DPI-503 · Diplomatic Protocol and International Affairs                              |
| Schedule           | Weeks 5 and 6                                                                           |
| Learning hours     | 30 hours · live or observed 6 · guided 4 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | DPI3 DPI4 DPI5                                                                          |
| Readings           | R6 R10 and R2 integrity (Annex H, reference list)                                       |

### Teaching brief

Before negotiation, specify the desired result, acceptable alternatives, issues requiring clearance and the point at which further authority must be sought. Separate interests from initial positions. A useful concession should advance a legitimate objective and remain within the mandate. Record agreed wording, unresolved items, owners and deadlines; do not announce agreement where only a proposal was discussed. A protocol disruption requires calm coordination among the chair, protocol, security, interpretation and communication functions. Communicate confirmed facts and the next update time, while avoiding speculation. Confidential negotiating instructions remain restricted. Public materials should reflect authorised decisions and should never imply endorsement or a commitment that the represented institution has not made.

### Weekly tasks and required outputs

| Week | Focus                                 | Learning content                                                                                                | Required output                                              |
|------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| 5    | Negotiation and multilateral practice | Prepare an authority matrix, opening position, alternatives and an agreement log; rehearse mediated discussion. | Complete the observed negotiation and individual reflection. |
| 6    | Crisis response and executive defence | Respond to a schedule and media disruption, protect accessibility and defend the engagement dossier.            | Submit the capstone and complete the panel defence.          |

### Practical laboratory

Negotiate the Case DPI cooperation meeting. Receive a last-minute change of delegation and a misleading social media claim. Keep an issue log, obtain necessary clearances and draft a 100-word holding statement. The panel will test whether your documented commitments remain within mandate.

### Check question

The media report that an agreement was signed when only minutes were agreed. What should the spokesperson do?



## 24 Women in Senior Leadership

Strengthen senior leadership practice while equipping participants to address institutional barriers to women's authority, progression, safety and influence through evidence, governance and accountable organisational change.

### RA-WSL-504 · Women in Senior Leadership

|                              |                                                                                                                                                                                                                                                |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                  | RA-WSL-504                                                                                                                                                                                                                                     |
| <b>Family and level</b>      | Executive Programme · RL2 Professional Certificate (Handbook: RL3; reclassified, Decision D1)                                                                                                                                                  |
| <b>Duration and workload</b> | 10 weeks · 15 hours a week · 150 notional hours                                                                                                                                                                                                |
| <b>Credit</b>                | 5 RECH = 15 RCP (Decision D2)                                                                                                                                                                                                                  |
| <b>Learning hours</b>        | Live or observed 30 · guided asynchronous 20 · independent study 60 · assessed production 40                                                                                                                                                   |
| <b>Mode</b>                  | Live online leadership laboratories with guided study, peer coaching and applied institutional work · M4 live online                                                                                                                           |
| <b>Award</b>                 | RIYAADA Professional Certificate in Women in Senior Leadership                                                                                                                                                                                 |
| <b>Target participants</b>   | Women holding or preparing for senior managerial, governance, policy, academic or professional leadership responsibilities, and other eligible applicants committed to advancing women's leadership under RIYAADA's non-discrimination policy. |
| <b>Entry</b>                 | Handbook entry route: RL3 under Section 4 of the Handbook (see admission standard). See Chapter 8.                                                                                                                                             |
| <b>Core output</b>           | Senior leadership and institutional inclusion portfolio                                                                                                                                                                                        |
| <b>Course owner</b>          | Executive Leadership and Inclusion Course Owner                                                                                                                                                                                                |
| <b>Syllabus status</b>       | Documented: Executive Programme Handbook (RIYAADA-EXEC-2026-001, version 1.0, September 2026); pending Academic and Quality Committee approval.                                                                                                |
| <b>Source references</b>     | RA-WSL-2026 (Advanced Certificate in Women in Senior Leadership, RL3)                                                                                                                                                                          |

### Purpose

Strengthen senior leadership practice while equipping participants to address institutional barriers to women's authority, progression, safety and influence through evidence, governance and accountable organisational change.

### Programme outcomes

On successful completion, participants will be able to:

- WSL1** Assess leadership practice, institutional power and barriers to progression using evidence and reflection.
- WSL2** Lead strategic decisions and resource discussions with a clear public or organisational value case.
- WSL3** Demonstrate negotiation, influence, executive communication and constructive challenge.
- WSL4** Design fair talent, sponsorship, work and reporting arrangements that address structural barriers.
- WSL5** Interpret leadership pipeline and influence indicators without unsupported causal claims.
- WSL6** Defend a personal leadership plan and an institutional inclusion reform with 90-day milestones.



## Subject sequence

Table 80 · Subjects: each is 30 hours = 1 RECH = 3 RCP

| Subject | Title                                                | Weeks       | Live / guided / indep. / assessed h | Outcomes                      |
|---------|------------------------------------------------------|-------------|-------------------------------------|-------------------------------|
| WSL01   | Leadership identity power and institutional barriers | Wk 1 and 2  | 6 / 4 / 12 / 8                      | WSL1 WSL5                     |
| WSL02   | Strategic authority and financial judgement          | Wk 3 and 4  | 6 / 4 / 12 / 8                      | WSL2 WSL5                     |
| WSL03   | Influence negotiation and executive communication    | Wk 5 and 6  | 6 / 4 / 12 / 8                      | WSL2 WSL3                     |
| WSL04   | Inclusive talent systems and safe leadership         | Wk 7 and 8  | 6 / 4 / 12 / 8                      | WSL1 WSL4 WSL5                |
| WSL05   | Institutional change and senior leadership practice  | Wk 9 and 10 | 6 / 4 / 12 / 8                      | WSL1 WSL2 WSL3 WSL4 WSL5 WSL6 |

## Weekly operating pattern

Each week uses 3 live, 2 guided, 6 independent and 4 assessed-production hours (15 hours). Observed assessment and defence slots replace the relevant scheduled laboratory time; they are not additional hidden workload.

Operating pattern: Ten weeks; three live hours per week in facilitated laboratories and coaching. Compulsory evidence: Observed leadership negotiation, individual evidence and live defence.

## Assessment scheme

| Component                    | Timing              | Weight      | Outcomes assessed                                |
|------------------------------|---------------------|-------------|--------------------------------------------------|
| Participation and reflection | Across all subjects | 20%         | All; judged through the four reflection criteria |
| Applied Assignment A         | Week 2              | 12.5%       | WSL1 WSL5                                        |
| Applied Assignment B         | Week 8              | 12.5%       | WSL2 WSL4 WSL5                                   |
| Observed simulation          | Week 6              | 25%         | WSL2 WSL3                                        |
| Capstone written product     | Week 10             | 22.5%       | WSL1 WSL2 WSL3 WSL4 WSL5 WSL6                    |
| Individual capstone defence  | Week 10             | 7.5%        | WSL1 WSL2 WSL3 WSL4 WSL5 WSL6                    |
| <b>Total</b>                 |                     | <b>100%</b> |                                                  |

## Assessment briefs

### *Applied Assignment A: Leadership and institutional barrier diagnostic*

Week 2 | 1,200 words plus a progression table | 12.5% of programme grade | Rubric A

Connect an evidence-based leadership reflection to an institutional barrier analysis. Calculate progression rates correctly, identify data limitations, map decision rights and distinguish structural reform from personal development. Personal feedback is summarised with consent.

### *Applied Assignment B: Inclusive talent and safe culture reform brief*

Week 8 | 1,500 words plus a process map | 12.5% of programme grade | Rubric A

Design transparent access to assignments, fair selection, sponsorship boundaries and a safe reporting route. Show the approval authority, costs, data safeguards and indicators of access and influence. Do not include identifiable personal disclosures.

### *Observed simulation*

Week 6 | 25% of programme grade | Rubric S



Each learner presents an evidence-based case, listens to challenge, negotiates within authority and records a decision. Submit a 500-word individual log. The personal reflection is not shared with an employer without consent.

### **Participation and reflection portfolio**

Keep one 250-word reflection per subject. Identify a decision or behaviour, the evidence or feedback that challenged it, what changed and how you will apply the learning. Attach peer feedback and the response to it. The portfolio is assessed at the programme end using Rubric R; activity counts and attendance alone do not earn marks.

### **Capstone: Senior leadership and institutional inclusion portfolio**

Week 10 | 2,500 words plus up to eight pages of exhibits | 30% combined written product and defence

A senior leadership decision brief; institutional barrier evidence; personal leadership practice goals; an affordable inclusion intervention; transparent talent or sponsorship arrangements; safe reporting and privacy controls; influence and progression indicators; and a 90-day implementation and reflection plan.

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Defence</b>   | Prepare an eight-minute presentation, followed by 12 minutes of questions and five minutes for panel feedback. A 30-minute appointment includes identity checks and transition. The written product carries 75% and defence 25% of the capstone component. Use Rubrics C and D. The overall assessment and award rules in Section 10 also apply.                                                                                                                                                            |
| <b>Safeguard</b> | Analysis avoids discriminatory stereotypes, protects confidential feedback, distinguishes institutional barriers from individual deficits and provides a safe reporting and non-retaliation route.                                                                                                                                                                                                                                                                                                          |
| <b>Format</b>    | Submit editable Word or accessible PDF narrative and readable tables through the approved learning platform. Financial workings may be included as an editable spreadsheet or Word calculation table. Use learner ID, programme code, assessment and version in the filename. State sources, permissions, assumptions, contribution and AI assistance. Word limits exclude tables, references and annexes; a 10% tolerance applies. An annex must support the argument and cannot replace missing analysis. |
| <b>Follow-up</b> | At day 30, confirm the sponsor decision and initial action. At day 60, review barriers, resource use and necessary adjustment. At day 90, submit a two-page implementation reflection with evidence and the next decision. This follow-up is included in programme support and is recorded separately; it is not an additional credit-bearing extension or a guarantee of workplace adoption.                                                                                                               |

Indicative panel questions:

- What changes in institutional opportunity as a result of your proposal?
- Which denominator supports your progression comparison?
- How can the intervention be assessed without exposing individual respondents?
- How do you prevent sponsorship from bypassing merit?

### **Case WSL Opening fair pathways to senior responsibility**

Fictional teaching case. The Civic Services Institute has 120 staff: 60 women and 60 men. Of 20 senior managers, four are women and sixteen are men. Data below describe one promotion cycle and access to stretch assignments; they do not establish the cause of the differences. The institution has USD 20,000 for a 90-day improvement pilot.



Table 81 • Promotion cycle

| Promotion stage | Women | Men |
|-----------------|-------|-----|
| Eligible staff  | 30    | 30  |
| Applicants      | 24    | 18  |
| Shortlisted     | 8     | 12  |
| Appointed       | 2     | 6   |

Table 82 • Opportunity indicators

| Opportunity indicator                  | Women | Men |
|----------------------------------------|-------|-----|
| Eligible staff for stretch assignments | 30    | 30  |
| Received a stretch assignment          | 6     | 18  |
| Chaired a strategic committee          | 2     | 8   |

Table 83 • Pilot options (USD)

| Pilot option                                    | Cost  | Operating feature                                            |
|-------------------------------------------------|-------|--------------------------------------------------------------|
| Structured selection and panel calibration      | 8,000 | Published criteria, scored evidence and conflict records     |
| Transparent sponsorship and stretch assignments | 7,000 | Open expression of interest, matching and accountable goals  |
| Predictable and accessible meeting arrangements | 5,000 | Scheduled core hours, remote access and accessible materials |

## WSL Case workshop and working tools

Instructions:

1. Calculate representation among senior managers, application rates, shortlisting rates among applicants, appointment rates among shortlisted candidates and stretch-assignment access rates.
2. Identify possible mechanisms and the further evidence needed to assess them. Do not infer lower capability from lower progression.
3. Propose an affordable pilot, appropriate approvals and a 90-day evaluation with access, experience and influence measures.
4. Draft sponsorship boundaries and a safe concern pathway, separating support from investigation and preventing retaliation.

Roles:

- Executive director: wants a feasible pilot and a clear day-90 decision.
- Human resources lead: can prepare procedures but needs approval for policy changes.
- Finance lead: enforces the USD 20,000 ceiling and asks about future operating costs.
- Programme director: wants fair access to critical assignments while maintaining service continuity.

The facilitator introduces one or more changes during the exercise. Respond with a decision, rationale, approval route and record of the implications. Submit your own account; a group product does not establish individual competence.



Table 84 · Opportunity and influence worksheet (working tool)

| Measure                       | Denominator and evidence | Owner and review |
|-------------------------------|--------------------------|------------------|
| Stretch assignment access     |                          |                  |
| Progression through selection |                          |                  |
| Decision authority            |                          |                  |
| Safe reporting response       |                          |                  |



## WSL01 · Leadership identity power and institutional barriers

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | WSL01                                                                                   |
| Programme          | RA-WSL-504 · Women in Senior Leadership                                                 |
| Schedule           | Weeks 1 and 2                                                                           |
| Learning hours     | 30 hours · live or observed 6 · guided 4 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | WSL1 WSL5                                                                               |
| Readings           | R8 and R2 merit (Annex H, reference list)                                               |

### Teaching brief

Senior leadership development combines individual practice with institutional conditions. Confidence can help a leader participate, but it cannot by itself correct opaque promotion, exclusion from important assignments or unsafe reporting arrangements. Analyse who holds decision rights, budgets, information and access to influential networks. Representation measures should distinguish entry into employment from progression into senior roles and authority over substantive decisions. A reflective baseline is useful when linked to observed behaviours and examples; it is not a diagnosis of personality or a ranking of personal worth. Seek feedback with consent and allow respondents to decline. Use aggregate themes and protect identity. Translate reflection into a small number of behaviours that can be practised and reviewed.

### Weekly tasks and required outputs

| Week | Focus                          | Learning content                                                                                            | Required output                                                                  |
|------|--------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 1    | Leadership baseline and values | Map role demands, strengths, values and behavioural development goals using the seven RIYAADA competencies. | Complete a confidential development baseline and leadership challenge statement. |
| 2    | Power and progression barriers | Analyse formal authority, informal networks, access to assignments and promotion pathways.                  | Submit Applied Assignment A with a leadership and barrier diagnostic.            |

### Practical laboratory

Use Case WSL to calculate progression rates at each stage. Separate the observed pattern from possible explanations. Draw an influence map showing who can change assignment criteria and who must approve promotion procedures. Keep personal reflection separate from the institutional evidence file.

### Check question

What does a lower promotion rate for women establish?



## WSL02 · Strategic authority and financial judgement

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | WSL02                                                                                   |
| Programme          | RA-WSL-504 · Women in Senior Leadership                                                 |
| Schedule           | Weeks 3 and 4                                                                           |
| Learning hours     | 30 hours · live or observed 6 · guided 4 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | WSL2 WSL5                                                                               |
| Readings           | R4 and R5 (Annex H, reference list)                                                     |

### Teaching brief

Senior leaders are accountable for choices among competing priorities. A clear strategy explains the result sought, why it matters, the resources required and the trade-offs involved. A resource request should show assumptions and the implications of doing less. Distinguish governance oversight from operational execution: a leader may challenge a budget and require assurance without authorising every transaction personally. Inclusive resource decisions examine who benefits, who bears costs and who can influence priorities. Participation in a committee is not equivalent to decision authority. Assess the allocation of chairing roles, budget responsibility and access to strategic assignments alongside headcounts. Use transparent criteria to justify choices rather than relying on personal connections or presentation style.

### Weekly tasks and required outputs

| Week | Focus                                   | Learning content                                                                                               | Required output                                        |
|------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| 3    | Strategy and executive judgement        | Define strategic options, risks and outcomes; practise evidence-based challenge in a senior management review. | Draft a strategic options brief.                       |
| 4    | Financial voice and resource allocation | Interpret a budget, test recurrent costs and prepare an inclusive investment argument.                         | Produce a costed investment note and decision request. |

### Practical laboratory

The Case WSL institution has USD 20,000 for an inclusion pilot. Compare structured selection, sponsorship and accessible meeting arrangements. Recommend an affordable combination, identify opportunity costs and state which governing authority must approve policy changes.

### Check question

What should a leader ask before endorsing a training-only response to a progression gap?



## WSL03 · Influence negotiation and executive communication

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | WSL03                                                                                   |
| Programme          | RA-WSL-504 · Women in Senior Leadership                                                 |
| Schedule           | Weeks 5 and 6                                                                           |
| Learning hours     | 30 hours · live or observed 6 · guided 4 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | WSL2 WSL3                                                                               |
| Readings           | R2 leadership and participation (Annex H, reference list)                               |

### Teaching brief

Influence begins with a clear objective and a realistic account of who can decide. Prepare the evidence, understand counterpart interests and distinguish what can be negotiated from what requires policy or legal approval. A persuasive message explains the decision requested, supporting reasons, practical consequences and next step. Listening allows the leader to detect constraints and adapt without abandoning legitimate objectives. Sponsorship involves an influential person taking agreed action to create opportunity; mentoring primarily offers advice and development support. Neither should substitute for transparent selection or become a promise of an award, role or promotion. Establish boundaries, expectations and consent. Feedback should describe a behaviour and its effect, then identify an alternative that can be practised.

### Weekly tasks and required outputs

| Week | Focus                                    | Learning content                                                                                | Required output                                                          |
|------|------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 5    | Negotiation and coalition building       | Prepare interests, alternatives, mandate and a coalition plan; rehearse a resource negotiation. | Complete a negotiation preparation sheet and practice log.               |
| 6    | Executive voice and public communication | Deliver an evidence-based briefing, handle challenge and provide constructive peer feedback.    | Complete the observed leadership simulation and submit its decision log. |

### Practical laboratory

Run the Case WSL senior management discussion. Seek agreement on the pilot without claiming authority you do not hold. Handle an interruption by restating the decision and inviting evidence. Produce a short written record that acknowledges concerns and assigns next steps.

### Check question

How is sponsorship different from favouritism?



## WSL04 · Inclusive talent systems and safe leadership

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | WSL04                                                                                   |
| Programme          | RA-WSL-504 · Women in Senior Leadership                                                 |
| Schedule           | Weeks 7 and 8                                                                           |
| Learning hours     | 30 hours · live or observed 6 · guided 4 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | WSL1 WSL4 WSL5                                                                          |
| Readings           | R8 R9 and R2 (Annex H, reference list)                                                  |

### Teaching brief

A fair talent system makes entry, development and progression criteria visible and reviews how they work in practice. Examine access to stretch assignments, acting roles, appraisal feedback, sponsorship and decision panels. Flexible working and predictable meeting times should be assessed against operational needs and fair access rather than treated as a concession to one group. Safety and dignity require clear standards, trusted reporting options, protection from retaliation and fair handling of allegations. Teaching staff should not investigate a learner's personal disclosure in a classroom. Explain the support and referral route, respect choice and limit access to sensitive information. Institutional analysis should use the minimum data needed, suppress identifiable small groups and avoid publishing individual complaints as evidence.

### Weekly tasks and required outputs

| Week | Focus                             | Learning content                                                                                           | Required output                                                          |
|------|-----------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 7    | Talent sponsorship and succession | Design transparent assignment criteria, sponsorship agreements and an accountable succession process.      | Draft an inclusive talent system with measurable access standards.       |
| 8    | Safe culture and fair reporting   | Design prevention, support, reporting and independent review arrangements; practise a safe first response. | Submit Applied Assignment B with a talent and safe culture reform brief. |

### Practical laboratory

Review the Case WSL assignment process and redesign it using published criteria, open expressions of interest and a recorded panel decision. Map a confidential concern pathway that separates support from investigation. State what managers must do when they have a conflict.

### Check question

A learner starts to describe a personal harassment experience in a recorded group session. What is the facilitator's immediate duty?



## WSL05 · Institutional change and senior leadership practice

|                    |                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------|
| Code               | WSL05                                                                                   |
| Programme          | RA-WSL-504 · Women in Senior Leadership                                                 |
| Schedule           | Weeks 9 and 10                                                                          |
| Learning hours     | 30 hours · live or observed 6 · guided 4 · independent study 12 · assessed production 8 |
| Credit             | 1 RECH = 3 RCP (released with the programme award)                                      |
| Programme outcomes | WSL1 WSL2 WSL3 WSL4 WSL5 WSL6                                                           |
| Readings           | R8 and R5 (Annex H, reference list)                                                     |

### Teaching brief

The final leadership portfolio connects a personal practice goal to an institutional improvement that can be assessed. Personal actions may include structured delegation, better decision briefs or deliberate feedback; institutional actions may change selection, assignment access or accountability. Do not assume a participant controls all necessary decisions. Name a sponsor and distinguish actions within the learner's authority from recommendations needing approval. Measure access, experience and influence as well as representation. A rise in complaint reporting may indicate greater trust, so interpret it alongside response quality and safety. At 90 days, evaluate what was implemented, what evidence changed and what barriers remain. Treat learning as evidence for the next decision rather than a requirement to report success.

### Weekly tasks and required outputs

| Week | Focus                                    | Learning content                                                                                          | Required output                                                       |
|------|------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| 9    | Change design and measurement            | Integrate the institutional reform, indicators, resources and sponsorship with personal leadership goals. | Submit a draft capstone and a 90-day evidence plan.                   |
| 10   | Senior leadership defence and transition | Defend trade-offs and safeguards, revise the plan and agree a follow-up review.                           | Submit the final portfolio and complete the individual panel defence. |

### Practical laboratory

Test the Case WSL pilot against a limited budget, a sceptical manager and an equity concern. Specify a go, revise or stop decision at day 90. Explain how feedback will be gathered without exposing respondents or allowing sponsors to influence assessment.

### Check question

Why is the number of women trained an insufficient indicator for this programme's institutional impact?



# Part VII · Learning Packages and Award Pathways

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The Hospital Leadership, Management and Governance package in full, and the pathways that assemble courses into awards: seven Advanced Certificates, three micro-credential tracks, the Executive Diploma, the Executive Fellowship and the integrated extended pathway.

- Chapter 25 Hospital Leadership, Management and Governance: The Training Package
- Chapter 26 Advanced Certificates
- Chapter 27 Micro-credential Tracks
- Chapter 28 The Executive Diploma and the Executive Fellowship
- Chapter 29 The Integrated Extended Pathway



## 25 Hospital Leadership, Management and Governance: The Training Package

The hospital package is both an Executive Course (RA-HLMG-201, page 71) and a complete training package with session plans, a timetable and a 90-day follow-up. This chapter reproduces the package in full; the course page in Chapter 15 carries its specification, outcomes and assessment.

### 25.1 Package identity

|                                          |                                                                                                                                                                                                                                                                                                   |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Package title</b>                     | Hospital Leadership, Management & Governance: A Comprehensive Training Package                                                                                                                                                                                                                    |
| <b>Unified code</b>                      | RA-HLMG-201 (course page, Chapter 15)                                                                                                                                                                                                                                                             |
| <b>Source document</b>                   | RA HLMG 2026 001, Version 1.0, First Edition, July 2026. Status in the source: authorised for institutional implementation. Prepared by the Curriculum and Programmes Unit; reviewed by the Technical Review Panel; approved by the Founder and Chair. Next scheduled review: July 2027.          |
| <b>Companion volume</b>                  | RIYAADA Hospital Training Forms and Templates Pack (RA HLMG 2026 002). It was not supplied for this edition (Annex E).                                                                                                                                                                            |
| <b>Distribution</b>                      | Hospital governing boards, executive and management teams, accredited RIYAADA facilitators and partner institutions.                                                                                                                                                                              |
| <b>Reuse terms of the package</b>        | Client hospitals and partner institutions may reproduce and adapt the materials for internal, non-commercial capacity building, provided the RIYAADA identity, logo and attribution are retained. Commercial reproduction, resale or delivery without written permission is prohibited.           |
| <b>Level, credit and award (unified)</b> | RL2 · 9 RCP · 90 notional hours · 41 hours of core instruction and 48 hours of overall contact time. Award: RIYAADA Professional Certificate in Hospital Leadership, Management & Governance.                                                                                                     |
| <b>Structure</b>                         | Six modules and twenty-four sessions, delivered as a six-day intensive or a six-week modular course. Optimal cohort: 20–30 participants.                                                                                                                                                          |
| <b>Target participants</b>               | Hospital governing-board members; hospital directors and deputies; medical directors and clinical heads; matrons and senior nursing officers; administrators; quality, IPC and patient-safety officers; finance, HR, pharmacy, stores and records officers; and regional health management teams. |

### 25.2 Purpose and design principles

To build the leadership, management and governance competencies required to run a safe, accountable, efficient and patient-centred hospital in the Somali context, and to leave behind functioning institutional systems that outlast the training itself.

- **Institution first.** Every session strengthens a hospital system, not only an individual skill.
- **Evidence-based and standards-aligned**, adapted to the realities of fragile settings.
- **Practice-driven.** At least half of contact time is devoted to cases, simulations, audits, drills and drafting real hospital tools.
- **Assessment for accountability** through pre-course and post-course testing, session outputs and a capstone project.
- **Bilingual delivery** in English with facilitated Somali discussion, and Arabic where required.

## 25.3 Competency framework

Table 85 · Six competency domains of the hospital package

| Competency domain                              | Illustrative competencies                                                                                                                          |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Governing and leading</b>                   | Board effectiveness; meeting and calendar discipline; ethics, code of conduct and accountability; strategic decision-making.                       |
| <b>Managing operations</b>                     | Policies, protocols and SOPs; records and information; scheduling and correspondence; facilities and support services.                             |
| <b>Managing people</b>                         | Workforce planning; appraisal and staff KPIs; development, motivation and retention; teamwork and conflict resolution.                             |
| <b>Assuring quality and safety</b>             | Standards and accreditation readiness; quality improvement and PDSA; clinical audit; incident reporting, risk management and patient-centred care. |
| <b>Protecting patients and the environment</b> | Infection prevention and control; housekeeping and sterilisation; health-care waste management; occupational health and emergency readiness.       |
| <b>Stewarding resources and results</b>        | Budgeting and internal controls; revenue and insurance readiness; procurement and logistics; dashboards and performance review.                    |

The six domains are the package's own framework. They are cross-walked to the controlled LEADER, MANAGER, DIRECTOR and LEADERSHIP definitions in the course page and in Annex G.

## 25.4 Programme learning outcomes

On successful completion, participants will be able to:

- L01** Provide ethical, accountable leadership and operate effective board, committee and executive structures.
- L02** Establish and control administrative systems that make the hospital auditable.
- L03** Plan, appraise, develop and motivate the hospital workforce.
- L04** Lead quality assurance, clinical audit, incident reporting and risk management.
- L05** Run compliant infection-prevention and control, environmental-hygiene, sterilisation, waste and occupational-safety programmes.
- L06** Steward finances, revenue, insurance readiness and supply chains transparently.
- L07** Measure hospital performance and lead monthly data-driven reviews.
- L08** Design, implement and report a hospital improvement capstone project.

The Curricula compendium (version 1.1) states the course outcomes as six (the course page, Chapter 15). Package outcomes 6 and 7 are combined there as one outcome, and package outcome 8 is assessed through the capstone improvement project (30% of the course mark) rather than stated as a separate outcome. Both statements are retained, and the course owner aligns them at the next review.

## 25.5 Training methodology and facilitation standards

The package follows adult-learning principles and combines concise interactive presentations with cases, simulations, audits, walk-throughs, drills and drafting clinics. Participants produce real institutional tools during the course: a departmental SOP, a records audit, a duty roster, a facility inspection report, a scored IPC audit, a ward cleaning schedule, a waste audit, a completed root-cause analysis, a risk register, a mini-budget, an insurance-readiness gap list, a store audit and a one-page hospital dashboard.



Table 86 • Facilitation standards

| Standard                | Requirement                                                                                          |
|-------------------------|------------------------------------------------------------------------------------------------------|
| Facilitation team       | A lead facilitator plus at least one co-facilitator per cohort.                                      |
| Ratio in practical work | No more than 15 participants per facilitator (a ratio no lower than 1:15).                           |
| Daily rhythm            | Recap; two morning sessions; two afternoon sessions; structured feedback.                            |
| Participant materials   | This package, the Forms and Templates Pack, handouts and an action-plan booklet.                     |
| Language and materials  | Adjusted to the participant profile (English; facilitated Somali discussion; Arabic where required). |
| Cohort size             | Optimal 20–30 participants.                                                                          |

## 25.6 Assessment, certification and quality assurance

Table 87 • Assessment components (weights from Curricula compendium v1.1)

| Component                              | Timing                                                             | Purpose and standard                                             | Weight |
|----------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------|--------|
| Pre-course knowledge test              | Day 1, before opening                                              | Baseline for measuring learning gain.                            | —      |
| Session outputs and practicals         | Continuous                                                         | SOPs, audits, registers, plans and dashboards.                   | 40%    |
| Post-course knowledge test             | Final day                                                          | Expected cohort gain of at least 20 percentage points.           | 20%    |
| Capstone improvement project           | Charter on day 4; presentation on the final day; review at 90 days | One PDSA-based improvement project per hospital team.            | 30%    |
| Participation and professional conduct | Throughout                                                         | Observed contribution in simulations, drills and plenary review. | 10%    |
| End-of-course evaluation               | Final day                                                          | Relevance, facilitation and logistics (not weighted).            | —      |

**Certification in the first edition.** Participants with at least 80% attendance, completed session outputs and a credible capstone plan received a “RIYAADA Academy Certificate of Completion”; those who also scored 80% or more on the post-test and submitted a 90-day capstone progress report received it “with Distinction”.

Table 88 • How the package’s certification rules are unified

| First-edition rule                                                     | Unified rule                                                                                                                                                                                            |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attendance of at least 80%                                             | Attendance of at least 80% of scheduled sessions (Decision D14).                                                                                                                                        |
| Completed session outputs                                              | Session outputs carry 40% of the mark; each applied assignment needs at least 50 (Decision D19).                                                                                                        |
| A credible capstone plan                                               | The capstone improvement project carries 30% and needs at least 60 (Decision D19). The 90-day progress report is part of its evidence.                                                                  |
| “Certificate of Completion”                                            | <b>RIYAADA Professional Certificate in Hospital Leadership, Management &amp; Governance</b> (RL2, 9 RCP). “Completion” suggests attendance, and credit is awarded on competence (Chapter 5).            |
| “With Distinction” for a post-test of 80% or more plus a 90-day report | Classification from the overall mark: Pass 60–69.99, Merit 70–79.99, Distinction 80 or more (Chapter 5.3). The post-test and the report remain assessed but no longer define a separate classification. |

**Quality assurance.** Each delivery is evaluated at four levels: participant reaction, learning, behaviour and results. Findings are reviewed after each cohort and feed the annual revision of the package. The timing of certificate issue relative to the 90-day report is not stated in the source and is listed in Annex E.

## 25.7 Curriculum at a glance

Table 89 · Six modules, twenty-four sessions and 41.0 hours of core instruction

| Module       | Focus                                                       | Sessions  | Core hours  |
|--------------|-------------------------------------------------------------|-----------|-------------|
| 1            | Hospital governance, leadership & accountability            | 4         | 7.0         |
| 2            | Hospital administration & operational systems               | 4         | 6.5         |
| 3            | Human resource management & workforce performance           | 4         | 6.5         |
| 4            | Quality assurance, patient safety & clinical governance     | 4         | 7.0         |
| 5            | Infection prevention & control, hygiene & health-care waste | 4         | 6.5         |
| 6            | Financial management, supply chain & performance monitoring | 4         | 7.5         |
| <b>Total</b> |                                                             | <b>24</b> | <b>41.0</b> |

Core instruction is 41.0 hours. Assessments, recaps and the capstone clinic bring the overall contact time to 48 hours, and the notional workload of the course is 90 hours (9 RCP).

## 25.8 Modules and session plans

Each session plan states its duration, learning objectives, key content, methods, materials and the assessed output. The sessions are reproduced from the package; spelling and punctuation are unified.

### Module 1 · Hospital governance, leadership & accountability

**Aim.** To strengthen the capacity of hospital boards and senior management teams to provide ethical, accountable and strategically focused leadership, and to institutionalise sound governance structures, disciplined meeting systems and an enforceable code of conduct.

**Module outcomes.** On completion of the module, participants will be able to:

- MO1** Distinguish governance from management and apply each appropriately in daily hospital practice.
- MO2** Establish or strengthen board and committee structures with clear terms of reference and reporting lines.
- MO3** Plan, paper and chair productive board, executive and management meetings anchored in an annual governance calendar.
- MO4** Apply a code of conduct and accountability framework to decisions, resources and relationships.

**Duration.** One training day · Sessions 1.1 to 1.4 · 7.0 contact hours

#### Session 1.1 · Foundations of Hospital Leadership & Management (90 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>Explain the distinct and complementary roles of leadership, management and governance in hospitals.</li> <li>Assess personal leadership style against the demands of fragile and resource-constrained settings.</li> <li>Apply the core managerial functions planning, organising, leading and controlling to a hospital case.</li> </ul>                                                                                                                                          |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>Concepts and contemporary theories of leadership and management in health care.</li> <li>Leadership styles, emotional intelligence and self-awareness for senior hospital leaders.</li> <li>The manager's functions and daily disciplines: priorities, delegation and follow through.</li> <li>Leading under uncertainty: fragility, scarcity, security constraints and competing demands.</li> <li>Values-based and servant leadership in the Somali hospital context.</li> </ul> |
| <b>Methods</b>                | Interactive lecture; individual leadership self-assessment; small group case discussion; facilitated plenary reflection.                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Materials and tools</b>    | Slide deck 1.1; leadership style inventory; hospital case study A.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Assessment and outputs</b> | Completed self-assessment profile; quality of contribution to the case debrief.                                                                                                                                                                                                                                                                                                                                                                                                                                           |



## Session 1.2 · Hospital Governance Structures & the Governing Board (120 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>Describe the functions of hospital governance and the division of authority between board and executive.</li> <li>Design or review a hospital organogram, board composition and standing committee structure.</li> <li>Draft fit-for-purpose terms of reference for a board or standing committee.</li> </ul>                                                                                                                                         |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>What governance delivers: strategic direction, oversight, accountability and stewardship.</li> <li>Board roles, composition, competencies, independence and renewal.</li> <li>Standing committees: finance and audit; quality and patient safety; human resources and ethics.</li> <li>Organograms, delegation of authority matrices and reporting lines.</li> <li>The board executive relationship and the role of the hospital director.</li> </ul> |
| <b>Methods</b>                | Illustrated lecture; organogram mapping exercise; terms of reference drafting workshop with peer review.                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Materials and tools</b>    | Sample organograms; terms of reference template; governance maturity checklist.                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Assessment and outputs</b> | Draft terms of reference presented and critiqued in plenary.                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Session 1.3 · Board & Executive Meetings, Agendas & Calendar Management (120 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>Construct an annual governance and management calendar covering board, committee, executive and departmental meetings.</li> <li>Prepare decision-oriented agendas and concise board papers, and chair meetings to closure.</li> <li>Record minutes, resolutions and action logs, and track follow through to completion.</li> </ul>                                                                                                                                                                                                                         |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>The annual governance calendar: cadence of board, committee, executive and performance meetings.</li> <li>Agenda architecture: consent, discussion and decision items; timing and sequencing.</li> <li>Preparing board papers and executive summaries that enable decisions.</li> <li>Chairing skills, quorum, declarations of interest and decision rules.</li> <li>Minutes, resolutions registers and action log tracking between meetings.</li> <li>Managing the director's diary: scheduling discipline, protected time and meeting hygiene.</li> </ul> |
| <b>Methods</b>                | Mock board meeting simulation with rotating chair; calendar building group work.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Materials and tools</b>    | Board agenda and minutes templates; annual calendar template; simulation brief.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Assessment and outputs</b> | Observed performance in the simulated meeting; draft annual governance calendar produced.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Session 1.4 · Ethics, Code of Conduct & Accountability Frameworks (90 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>Apply ethical principles and a professional code of conduct to real hospital decisions.</li> <li>Identify and manage conflicts of interest, gifts and misuse of institutional resources.</li> <li>Design an accountability framework that links authority, responsibility and answerability.</li> </ul>                                                                                                                                                      |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>Ethical principles for health managers: integrity, fairness, confidentiality and beneficence.</li> <li>Developing, launching and enforcing a hospital code of conduct.</li> <li>Conflict of interest, declarations, gifts policies and disciplinary pathways.</li> <li>Transparency, social accountability and answerability to patients and community.</li> <li>Accountability lines: who answers to whom, for what, and through which evidence.</li> </ul> |
| <b>Methods</b>                | Ethical dilemma case cards; code of conduct drafting clinic; structured plenary debate.                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Materials and tools</b>    | Model code of conduct; dilemma case cards; declaration of interest forms.                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Assessment and outputs</b> | Written response to an ethics scenario; personal accountability commitments recorded.                                                                                                                                                                                                                                                                                                                                                                                                               |



## Module 2 · Hospital administration & operational systems

**Aim.** To build disciplined administrative systems policies, protocols, records, scheduling and facility services that make the hospital predictable, well-documented and fully auditable.

**Module outcomes.** On completion of the module, participants will be able to:

- MO1** Develop, approve and control policies, protocols and standard operating procedures.
- MO2** Manage medical records and routine health information as assets for care and decision-making.
- MO3** Operate efficient scheduling, correspondence and front office systems.
- MO4** Oversee facility infrastructure, utilities and support services to a defined standard.

**Duration.** One training day · Sessions 2.1 to 2.4 · 6.5 contact hours

### Session 2.1 · Administrative Protocols, Policies & Standard Operating Procedures (120 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>Differentiate policies, standards, guidelines, protocols and standard operating procedures (SOPs).</li> <li>Draft an SOP with clear steps, responsibilities, records and version control.</li> <li>Establish a hospital document control system with review cycles and controlled distribution.</li> </ul>                                                                                                               |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>The policy hierarchy and the correct use of each administrative instrument.</li> <li>Anatomy of a strong SOP: purpose, scope, responsibilities, procedure, records and references.</li> <li>Drafting circulars, internal memoranda and official correspondence.</li> <li>Version control, approval, dissemination, archiving and periodic review.</li> <li>Auditing compliance with administrative protocols.</li> </ul> |
| <b>Methods</b>                | SOP writing workshop on a live hospital process; document control demonstration.                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Materials and tools</b>    | SOP template; master document register; sample circulars and memoranda.                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Assessment and outputs</b> | One departmental SOP drafted to the RIYAADA standard.                                                                                                                                                                                                                                                                                                                                                                                                           |

### Session 2.2 · Medical Records, Documentation & Health Information (90 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>Organise the medical records system: creation, filing, retrieval, retention and legal safeguards.</li> <li>Apply confidentiality, consent and access control principles to patient information.</li> <li>Use routine health information (HMIS) data to inform management decisions.</li> </ul>                                                                                  |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>Functions and legal status of the medical record.</li> <li>Numbering, filing, tracking, retention schedules and secure disposal.</li> <li>Confidentiality, access control and release of information procedures.</li> <li>HMIS registers, reporting flows and data quality checks.</li> <li>Turning routine data into management information for the executive team.</li> </ul> |
| <b>Methods</b>                | Records department audit exercise; guided data interpretation laboratory.                                                                                                                                                                                                                                                                                                                                              |
| <b>Materials and tools</b>    | Records audit checklist; anonymised HMIS dataset.                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Assessment and outputs</b> | Records audit findings with prioritised improvement actions.                                                                                                                                                                                                                                                                                                                                                           |

### Session 2.3 · Scheduling, Time Management & Front Office Administration (90 minutes)

|                            |                                                                                                                                                                                                                                                                                                   |
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| <b>Learning objectives</b> | <ul style="list-style-type: none"> <li>Design duty rosters and clinic schedules matched to patient demand.</li> <li>Manage the executive diary, appointments and correspondence flow with discipline.</li> <li>Operate a responsive reception, information and complaints intake desk.</li> </ul> |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>• Rostering principles, skill mix and shift coverage.</li> <li>• Outpatient scheduling, appointment systems and queue management.</li> <li>• Time management for managers: priorities, delegation and the major time wasters.</li> <li>• Correspondence handling, registries, referencing and follow up.</li> <li>• Front office service standards, patient information and complaint intake.</li> </ul> |
| <b>Methods</b>                | Roster building exercise; personal time audit; front desk role play.                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Materials and tools</b>    | Duty roster template; time log; complaints register.                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Assessment and outputs</b> | Draft departmental roster; personal time management plan.                                                                                                                                                                                                                                                                                                                                                                                       |

## Session 2.4 · Facility Management, Utilities & Support Services (90 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>• Plan preventive maintenance for buildings, biomedical equipment and utilities.</li> <li>• Oversee support services laundry, dietary, transport, security and mortuary against service standards.</li> <li>• Institute routine inspection and reporting for the physical care environment.</li> </ul>                                                                                                   |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>• Facility and biomedical equipment maintenance planning and logs.</li> <li>• Water, power, medical gases, generators and fuel management.</li> <li>• Support service standards, in house versus outsourced delivery, and contract oversight.</li> <li>• Safety and security of premises, patients and assets.</li> <li>• Facility inspection rounds, scoring and reporting to the executive.</li> </ul> |
| <b>Methods</b>                | Facility walk through with structured checklist; maintenance planning exercise.                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Materials and tools</b>    | Facility inspection checklist; asset register extract; maintenance log.                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Assessment and outputs</b> | Facility inspection report with prioritised corrective actions.                                                                                                                                                                                                                                                                                                                                                                                 |

## Module 3 · Human resource management & workforce performance

**Aim.** To professionalise the management of the hospital workforce across the full employment cycle planning, recruitment, appraisal, development, motivation, teamwork and fair discipline.

**Module outcomes.** On completion of the module, participants will be able to:

- MO1** Plan staffing levels against workload and service norms.
- MO2** Operate a complete and fair performance management and appraisal cycle.
- MO3** Develop, motivate and retain staff within real resource constraints.
- MO4** Lead multidisciplinary teams, structured communication and constructive conflict resolution.

**Duration.** One training day · Sessions 3.1 to 3.4 · 6.5 contact hours

### Session 3.1 · HR Planning, Recruitment & Personnel Administration (90 minutes)

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b> | <ul style="list-style-type: none"> <li>• Estimate staffing needs using workload indicators and national staffing norms.</li> <li>• Run transparent, merit-based recruitment, selection and induction.</li> <li>• Maintain complete, confidential and audit-ready personnel files.</li> </ul>                                                                                                                            |
| <b>Key content</b>         | <ul style="list-style-type: none"> <li>• Human resource planning and workload indicators of staffing need.</li> <li>• Job analysis, job descriptions and person specifications.</li> <li>• Merit-based recruitment, structured interviews and onboarding.</li> <li>• Personnel files, contracts, attendance and leave administration.</li> <li>• Essential HR policies and labour compliance considerations.</li> </ul> |
| <b>Methods</b>             | Staffing calculation exercise; structured interview role play.                                                                                                                                                                                                                                                                                                                                                          |



|                               |                                                            |
|-------------------------------|------------------------------------------------------------|
| <b>Materials and tools</b>    | Job description templates; HR file completeness checklist. |
| <b>Assessment and outputs</b> | Staffing plan drafted for one clinical department.         |

### Session 3.2 · Performance Management, Appraisal & Staff KPIs (120 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>Set individual objectives and indicators aligned to hospital priorities.</li> <li>Conduct supportive supervision and fair, evidence-based appraisals.</li> <li>Manage underperformance constructively through improvement plans.</li> </ul>                                                                                                                                    |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>The performance management cycle from planning to reward.</li> <li>SMART objectives and individual key performance indicators.</li> <li>Supportive supervision and structured coaching conversations.</li> <li>Appraisal instruments, common rating errors and feedback skills.</li> <li>Recognition, performance improvement plans and proportionate consequences.</li> </ul> |
| <b>Methods</b>                | Appraisal role plays with observer feedback; objective-setting clinic.                                                                                                                                                                                                                                                                                                                                                |
| <b>Materials and tools</b>    | Appraisal form; supportive supervision checklist.                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Assessment and outputs</b> | A mock appraisal conducted and documented to standard.                                                                                                                                                                                                                                                                                                                                                                |

### Session 3.3 · Staff Development, Motivation & Retention (90 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>Build a hospital training and continuing professional development plan from a needs assessment.</li> <li>Apply motivation principles honestly within low-resource realities.</li> <li>Design practical retention, recognition and staff wellbeing measures.</li> </ul>                                                                                                  |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>Training needs assessment and the annual training plan.</li> <li>Mentoring, coaching and structured on the job learning.</li> <li>Motivation where pay is constrained: purpose, fairness, growth and voice.</li> <li>Recognition systems and improvement of working conditions.</li> <li>Burnout, wellbeing and support for staff in demanding environments.</li> </ul> |
| <b>Methods</b>                | Rapid training needs assessment; motivation case studies.                                                                                                                                                                                                                                                                                                                                                      |
| <b>Materials and tools</b>    | Needs assessment tool; annual training plan template.                                                                                                                                                                                                                                                                                                                                                          |
| <b>Assessment and outputs</b> | Departmental training plan outline for the coming year.                                                                                                                                                                                                                                                                                                                                                        |

### Session 3.4 · Teamwork, Communication & Conflict Management (90 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>Build and lead effective multidisciplinary teams.</li> <li>Use structured communication briefings, handovers and escalation to protect patients.</li> <li>Resolve conflict and manage grievances and discipline fairly and consistently.</li> </ul>                                                                                                                               |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>Team formation, roles and dynamics in hospital settings.</li> <li>Structured clinical and managerial communication, including standardised handover.</li> <li>Departmental meetings that inform, decide and follow up.</li> <li>Conflict styles, negotiation and mediation for managers.</li> <li>Grievance and disciplinary procedures: fairness, records and appeal.</li> </ul> |
| <b>Methods</b>                | Team task simulation; conflict resolution role play; guided reflection.                                                                                                                                                                                                                                                                                                                                                  |
| <b>Materials and tools</b>    | Handover pro forma; grievance procedure flowchart.                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Assessment and outputs</b> | Observed team exercise; individual reflection note.                                                                                                                                                                                                                                                                                                                                                                      |



## Module 4 · Quality assurance, patient safety & clinical governance

**Aim.** To embed a hospital-wide system of quality assurance, continuous improvement, clinical audit, patient safety, risk management and genuinely patient-centred care.

**Module outcomes.** On completion of the module, participants will be able to:

- MO1** Apply the dimensions of quality and relate standards to measurable practice.
- MO2** Lead quality improvement projects using the Plan Do Study Act method.
- MO3** Complete the clinical audit cycle from criteria to re-audit.
- MO4** Operate incident reporting, root cause analysis and a living risk register, and strengthen patient-centred care.

**Duration.** One training day · Sessions 4.1 to 4.4 · 7.0 contact hours

### Session 4.1 · Quality in Health Care: Concepts, Standards & Accreditation (90 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>Define quality of care and its internationally recognised dimensions.</li> <li>Relate structure, process and outcome to measurable hospital standards.</li> <li>Position the hospital on a realistic pathway towards national standards and accreditation.</li> </ul>                                                                                                                                                                            |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>Dimensions of quality: safe, effective, timely, efficient, equitable and people-centred care.</li> <li>The structure process outcome framework applied to hospital services.</li> <li>Standards, clinical guidelines and protocols: selection, localisation and dissemination.</li> <li>Accreditation logic, self-assessment and gap analysis.</li> <li>The hospital quality committee, quality focal person and annual quality plan.</li> </ul> |
| <b>Methods</b>                | Standards gap self-assessment; quality committee design exercise.                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Materials and tools</b>    | Quality standards checklist; sample committee terms of reference.                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Assessment and outputs</b> | A one-page hospital quality gap snapshot.                                                                                                                                                                                                                                                                                                                                                                                                                                               |

### Session 4.2 · Quality Improvement Methods & Clinical Audit (120 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>Apply the Model for Improvement and PDSA cycle to a real hospital problem.</li> <li>Use core improvement tools: process mapping, cause and effect analysis and run charts.</li> <li>Plan and complete the clinical audit cycle: criteria, standards, data, feedback, change and re-audit.</li> </ul>                                      |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>The Model for Improvement and rapid PDSA testing.</li> <li>Problem analysis tools: flowcharts, fishbone diagrams and the five whys.</li> <li>Measurement for improvement and simple run charts.</li> <li>The clinical audit cycle and criteria-based audit design.</li> <li>Documenting, reporting and sustaining improvement.</li> </ul> |
| <b>Methods</b>                | PDSA planning workshop; clinical audit design laboratory.                                                                                                                                                                                                                                                                                                                        |
| <b>Materials and tools</b>    | QI project charter; clinical audit plan template.                                                                                                                                                                                                                                                                                                                                |
| <b>Assessment and outputs</b> | Draft PDSA charter the seed of the capstone improvement project.                                                                                                                                                                                                                                                                                                                 |

### Session 4.3 · Patient Safety & Clinical Risk Management (120 minutes)

|                            |                                                                                                                                                                                                                                                                                                                  |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b> | <ul style="list-style-type: none"> <li>Establish incident and near-miss reporting under a just culture response.</li> <li>Analyse serious events using root cause analysis and contributory factor frameworks.</li> <li>Build and maintain a hospital risk register with owners and mitigation plans.</li> </ul> |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>• The scale and common sources of avoidable patient harm.</li> <li>• Safety culture and just culture: accountability without blame.</li> <li>• Incident reporting, grading, investigation and feedback to reporters.</li> <li>• Root cause analysis and system thinking in event review.</li> <li>• Risk registers, mitigation planning and executive safety walk rounds.</li> <li>• Medication safety and safe surgery essentials.</li> </ul> |
| <b>Methods</b>                | Root cause analysis case exercise; risk register building workshop.                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Materials and tools</b>    | Incident report form; RCA worksheet; risk register template.                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Assessment and outputs</b> | A completed RCA plus three scored entries in a draft risk register.                                                                                                                                                                                                                                                                                                                                                                                                                   |

#### Session 4.4 · Patient-Centred Care, Rights & Patient Experience (90 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>• Translate patient rights into daily practice through a patients' charter.</li> <li>• Strengthen communication, informed consent, privacy and dignity in care.</li> <li>• Operate complaint, feedback and satisfaction systems that visibly lead to change.</li> </ul>                                                                                                                                                                                 |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>• Principles of people-centred and respectful care.</li> <li>• Patients' rights and responsibilities charters, and staff obligations.</li> <li>• Communication, informed consent and cultural sensitivity.</li> <li>• Complaints handling, service recovery and closing the loop.</li> <li>• Measuring experience: exit interviews and patient satisfaction surveys.</li> <li>• Community engagement and public accountability for services.</li> </ul> |
| <b>Methods</b>                | Patients' charter drafting; complaint case clinic.                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Materials and tools</b>    | Sample charter; satisfaction survey instrument; complaints log.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Assessment and outputs</b> | A prioritised list of patient experience improvement actions.                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Module 5 · Infection prevention & control, hygiene & health-care waste

**Aim.** To protect patients, staff and the surrounding community through an effective infection prevention and control programme, rigorous environmental hygiene and sterilisation, compliant health care waste management, and occupational safety.

**Module outcomes.** On completion of the module, participants will be able to:

- MO1** Operate an IPC programme built on standard and transmission-based precautions.
- MO2** Manage housekeeping, cleaning, laundry and sterilisation services to standard.
- MO3** Run a compliant waste chain from segregation at source to final disposal.
- MO4** Safeguard the workforce and prepare the hospital for fires and emergencies.

**Duration.** One training day · Sessions 5.1 to 5.4 · 6.5 contact hours

#### Session 5.1 · The IPC Programme & Standard Precautions (120 minutes)

|                            |                                                                                                                                                                                                                                                                                                   |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b> | <ul style="list-style-type: none"> <li>• Establish IPC governance: committee, focal person and trained link staff.</li> <li>• Implement standard and transmission-based precautions across all services.</li> <li>• Monitor IPC performance with simple indicators and routine audits.</li> </ul> |
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|                               |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>• The burden of health care associated infections and the chain of infection.</li> <li>• Core components of an effective hospital IPC programme.</li> <li>• Hand hygiene and the five moments; PPE; injection safety; aseptic technique.</li> <li>• Isolation and transmission-based precautions.</li> <li>• IPC audits, basic surveillance and feedback to units.</li> </ul> |
| <b>Methods</b>                | Hand hygiene observation practice; guided IPC audit walk of a clinical area.                                                                                                                                                                                                                                                                                                                                         |
| <b>Materials and tools</b>    | IPC audit tool; hand hygiene observation form.                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Assessment and outputs</b> | A scored unit IPC audit with corrective actions.                                                                                                                                                                                                                                                                                                                                                                     |

### Session 5.2 · Environmental Hygiene, Housekeeping & Sterilisation (90 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>• Set risk-based cleaning standards, schedules and supervision for every hospital area.</li> <li>• Manage laundry, linen and food service hygiene to protect patients.</li> <li>• Oversee the decontamination to sterilisation workflow and its monitoring.</li> </ul>                                                                                                                                                         |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>• Risk-based cleaning zones, methods, frequencies and approved products.</li> <li>• Cleaning schedules, checklists and supervision of housekeeping teams.</li> <li>• The laundry and linen cycle.</li> <li>• Kitchen and food service hygiene essentials.</li> <li>• Decontamination, packing, sterilisation and release monitoring.</li> <li>• Monitoring housekeeping performance and patient environment audits.</li> </ul> |
| <b>Methods</b>                | Cleaning schedule design workshop; sterilisation process mapping.                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Materials and tools</b>    | Cleaning checklist; sterilisation and autoclave logs.                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Assessment and outputs</b> | A ward cleaning schedule with a supervision plan.                                                                                                                                                                                                                                                                                                                                                                                                                     |

### Session 5.3 · Health Care Waste Management (90 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>• Apply segregation at source with correct colour coding and containers.</li> <li>• Manage internal collection, storage, transport, treatment and final disposal.</li> <li>• Plan, budget and monitor hospital waste management with assigned responsibilities.</li> </ul>                                                                                                                                                                |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>• Categories of health care waste and their risks.</li> <li>• Segregation at source, colour coding, bins, liners and sharps containers.</li> <li>• Internal collection routes, storage times and safe transport.</li> <li>• Treatment and disposal options and minimum standards.</li> <li>• The hospital waste management plan: roles, training, budget and monitoring.</li> <li>• Waste-related injuries and spill response.</li> </ul> |
| <b>Methods</b>                | Waste stream walk through mapping; segregation drill.                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Materials and tools</b>    | Waste audit form; waste management plan template.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Assessment and outputs</b> | A facility waste audit with a corrective action plan.                                                                                                                                                                                                                                                                                                                                                                                                                            |

### Session 5.4 · Occupational Health, Safety & Emergency Preparedness (90 minutes)

|                            |                                                                                                                                                                                                                                                                                                      |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b> | <ul style="list-style-type: none"> <li>• Protect staff through immunisation, post-exposure prophylaxis and injury reporting.</li> <li>• Implement fire prevention, response and evacuation readiness.</li> <li>• Establish a health and safety committee, inspections and regular drills.</li> </ul> |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>Occupational risks in hospitals: biological, chemical, physical and psychosocial.</li> <li>Needle stick and exposure protocol, and PEP pathways.</li> <li>Staff vaccination and health surveillance.</li> <li>Fire prevention, equipment, escape routes and evacuation.</li> <li>Emergency preparedness basics: incident command, triage and surge response.</li> <li>The safety committee, workplace inspections and drills calendar.</li> </ul> |
| <b>Methods</b>                | Exposure scenario drill; fire and evacuation tabletop exercise.                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Materials and tools</b>    | Exposure protocol; drill checklist; fire point map exercise.                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Assessment and outputs</b> | A departmental safety action list with owners and dates.                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Module 6 · Financial management, supply chain & performance monitoring

**Aim.** To strengthen stewardship of money, medicines and materials, and to institutionalise measurement indicators, dashboards and structured review meetings so that resources are visibly converted into results.

**Module outcomes.** On completion of the module, participants will be able to:

- MO1** Prepare, execute and control an activity-based hospital budget.
- MO2** Manage revenue and financial protection, and ready the hospital for social health insurance contracting.
- MO3** Run a compliant, transparent procurement and logistics system that prevents stock outs and leakage.
- MO4** Monitor a core set of hospital performance indicators and lead data-driven performance reviews.

**Duration.** One training day · Sessions 6.1 to 6.4 · 7.5 contact hours

### Session 6.1 · Hospital Financial Planning, Budgeting & Internal Controls (120 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>Prepare an activity-based hospital budget linked to the annual plan.</li> <li>Monitor budget execution using commitment tracking and variance analysis.</li> <li>Apply internal controls and produce financial reports that boards can act on.</li> </ul>                                                                                                                                                                                     |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>The budget cycle and basic costing of hospital services.</li> <li>Revenue and expenditure structure in mixed financing environments.</li> <li>Budget execution, commitments, cash planning and variance analysis.</li> <li>Internal controls: segregation of duties, authorisation limits, cash and asset control.</li> <li>Monthly financial reports for managers and boards.</li> <li>Preparing for internal and external audit.</li> </ul> |
| <b>Methods</b>                | Departmental budgeting exercise; control weakness case series.                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Materials and tools</b>    | Budget template; sample variance report; internal control checklist.                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Assessment and outputs</b> | A mini budget with a one paragraph variance commentary.                                                                                                                                                                                                                                                                                                                                                                                                                              |

### Session 6.2 · Revenue, Health Insurance & Provider Payment Readiness (90 minutes)

|                            |                                                                                                                                                                                                                                                                                                                                  |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b> | <ul style="list-style-type: none"> <li>Manage user fees, waivers and exemptions while protecting the poor from catastrophic costs.</li> <li>Prepare the hospital for social health insurance empanelment and contracting.</li> <li>Handle claims documentation, basic coding and quality linked payment requirements.</li> </ul> |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>• Hospital revenue sources and financial protection obligations.</li> <li>• Fee-setting, waivers and safeguarding vulnerable patients.</li> <li>• Social health insurance and strategic purchasing, with reference to the NSHIA agenda.</li> <li>• Empanelment readiness: standards, records, pricing, reporting and audit.</li> <li>• The claims cycle: documentation, submission, verification and denial prevention.</li> <li>• Quality linked incentives and purchaser measurement.</li> </ul> |
| <b>Methods</b>                | Insurance readiness self-check; claims file case exercise.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Materials and tools</b>    | Empanelment readiness checklist; sample claim file.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Assessment and outputs</b> | A hospital insurance readiness gap list with priority actions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

### Session 6.3 · Supply Chain, Procurement & Logistics Management (120 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>• Quantify needs and plan procurement ethically, competitively and transparently.</li> <li>• Operate stores with stock cards, min max levels and first expiry first out discipline.</li> <li>• Prevent stock outs, expiries and leakage, and manage the asset and equipment lifecycle.</li> </ul>                                                                                                                                                                                                                       |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>• The supply chain cycle: selection, quantification, procurement, storage, distribution and rational use.</li> <li>• Procurement ethics, committees, thresholds and documentation.</li> <li>• Inventory control: min max, FEFO/FIFO, ABC and VEN analysis, bin cards and stocktaking.</li> <li>• Good storage practice, cold chain and controlled medicines.</li> <li>• Logistics reporting, stock status monitoring and stock out prevention.</li> <li>• Asset registers, planned maintenance and disposal.</li> </ul> |
| <b>Methods</b>                | Stock card practicum; structured store inspection exercise.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Materials and tools</b>    | Bin card; stock status report; store inspection checklist.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Assessment and outputs</b> | Store audit findings with corrective actions and owners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

### Session 6.4 · Performance Indicators, Dashboards & Data-Driven Review (120 minutes)

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objectives</b>    | <ul style="list-style-type: none"> <li>• Select a core hospital indicator set spanning clinical outcomes, service delivery, workforce and finance.</li> <li>• Build a one-page hospital dashboard with definitions, targets and data sources.</li> <li>• Institutionalise a monthly performance review meeting that ends in recorded decisions.</li> </ul>                                                                                                                                                                                                                                                                         |
| <b>Key content</b>            | <ul style="list-style-type: none"> <li>• Key measures: bed occupancy, average length of stay, bed turnover, service volumes, mortality, infection rates, waiting times, staffing and financial indicators.</li> <li>• Indicator definitions, realistic targets and reliable data sources.</li> <li>• Dashboard design, visualisation and honest presentation of performance.</li> <li>• The monthly performance review: agenda, evidence, decisions and follow up.</li> <li>• Feeding results back to departments and up to the board.</li> <li>• Closing the loop: from measurement to improvement and accountability.</li> </ul> |
| <b>Methods</b>                | Dashboard building laboratory; mock performance review meeting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Materials and tools</b>    | Hospital KPI reference sheet; dashboard template.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Assessment and outputs</b> | A draft hospital dashboard presented and defended in plenary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## 25.9 Indicative six-day timetable

Tea breaks run 10:30–11:00 and 15:30–15:45; lunch and prayer break 13:00–14:00. Timings are indicative and are finalised with the host institution.



Table 90 • Indicative six-day intensive timetable (all 24 sessions)

| Day   | 08:30–10:30                                        | 11:00–13:00                      | 14:00–15:30                       | 15:45–17:00                     |
|-------|----------------------------------------------------|----------------------------------|-----------------------------------|---------------------------------|
| Day 1 | Opening, pre-test and 1.1                          | 1.2 Governance and board         | 1.3 Meetings and calendars        | Meeting simulation              |
| Day 2 | 1.4 Ethics and conduct                             | 2.1 Policies and SOPs            | 2.2 Records and HMIS              | 2.3 Scheduling                  |
| Day 3 | 2.4 Facilities                                     | 3.1 HR planning                  | 3.2 Performance management        | 3.3 Motivation and retention    |
| Day 4 | 3.4 Teamwork                                       | 4.1 Quality concepts             | 4.2 Quality improvement and audit | 4.3 Safety; capstone charter    |
| Day 5 | 4.3 Safety + 4.4 Patient-centred care              | 5.1 IPC programme                | 5.2 Hygiene and sterilisation     | 5.3 Waste management            |
| Day 6 | 5.4 Occupational health and safety + 6.1 Budgeting | 6.2 Insurance + 6.3 Supply chain | 6.4 Dashboards                    | Capstone, post-test and closing |

Session 4.3 (Patient Safety and Clinical Risk Management) spans days 4 and 5, and session 1.3 is followed by the meeting simulation on day 1. The six-week modular option delivers one module per week; the host and the course owner agree the weekly schedule before enrolment.

## 25.10 Monitoring, evaluation and 90-day follow-up

Training that ends at the classroom door changes little. The package therefore includes a structured 90-day follow-up phase.

Table 91 • The 90-day follow-up phase

| Period       | Activity                                                                                                       |
|--------------|----------------------------------------------------------------------------------------------------------------|
| Days 1–30    | Activate or refresh the quality, IPC, risk, waste, meeting-calendar and dashboard systems.                     |
| Days 30–60   | A RIYAADA coach conducts a facility visit or a structured, evidence-based review call.                         |
| Days 60–90   | Teams submit a one-page capstone progress report with indicator data.                                          |
| After day 90 | The Academy issues the host institution a concise report on attendance, learning gain, outputs and next steps. |

## 25.11 Companion Forms and Templates Pack

The package is issued with the RIYAADA Hospital Training Forms and Templates Pack (RA HLMG 2026 002). According to the source, the pack contains the annual calendar, timetable, attendance register, pre-test and post-test grid, evaluations, personal action plan, board agenda and minutes, clinical audit template and certificate wording. The pack was not supplied, so none of these instruments is reproduced in this book.

### Action for the course owner

The certificate wording in the Forms and Templates Pack uses the first-edition award names. The pack must be revised to the unified wording (Chapter 5) before the next cohort.



## 26 Advanced Certificates

Seven Advanced Certificates (RL3) build depth in one field from three Executive Courses and one integrative assignment. Each carries between 24 and 30 RCP.

### 26.1 The seven pathways

Table 92 • Advanced Certificates (RL3). IA = integrative assignment; Cat. = Catalogue total (RCP).

| Code   | Pathway                                 | School | Constituent courses          | Taught | IA | Total | Cat. | Page |
|--------|-----------------------------------------|--------|------------------------------|--------|----|-------|------|------|
| AC-GPL | Governance & Public Leadership          | S1     | PLG-101 + BGD-103 + EIA-104  | 21     | 7  | 28    | 28   | 224  |
| AC-CBG | Corporate & Board Governance            | S1     | CGV-102 + BGD-103 + EIA-104  | 21     | 7  | 28    | 28   | 225  |
| AC-PPA | Public Policy & Administration          | S1     | PPA-105 + GAR-106 + ITC-301  | 21     | 7  | 28    | 28   | 226  |
| AC-HSL | Health Systems Leadership               | S2     | HLMG-201 + QPS-204 + HRH-205 | 21     | 7  | 28    | 26   | 227  |
| AC-HFU | Health Financing & UHC                  | S2     | HFN-202 + UHC-203 + DAT-404  | 18     | 7  | 25    | 25   | 228  |
| AC-SIT | Strategy & Institutional Transformation | S3     | SMO-303 + ITC-301 + EXL-302  | 21     | 7  | 28    | 28   | 229  |
| AC-ARE | Applied Research & Evaluation           | S4     | RES-401 + MEL-402 + SWP-403  | 16     | 8  | 24    | 26   | 230  |

Each pathway page gives the specification, the credit arithmetic, the constituent courses and the outputs integrated in the assignment. The award title is always “RIYAADA Advanced Certificate in {pathway}”.

### 26.2 Common standards

Table 93 • Common standards of the Advanced Certificates

| Standard                        | Rule                                                                                                                                                                                                                 |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level and credit                | RL3, 24–30 RCP: a prescribed cluster of three courses plus an integrative assignment (IA). Constituent course credit and IA credit are both shown; no residual credit is left unexplained (Decision D6).             |
| Duration                        | 3 to 6 months (Catalogue).                                                                                                                                                                                           |
| Entry                           | Admission follows Chapter 8. Each constituent course keeps its own entry requirements. No earlier award is needed.                                                                                                   |
| Sequence                        | The sources prescribe no sequence. This edition proposes that the three courses may be taken in any order, with the integrative assignment last, as shown in the study plan.                                         |
| Credit validity                 | Credit earned is recorded in the Executive Development Record and stays valid for five years for building an Advanced Certificate or the Executive Diploma.                                                          |
| Award conditions                | All three constituent courses are passed under their own gates (Chapter 7) and the integrative assignment is passed at 60 or more in each of its two components.                                                     |
| Overall mark and classification | Proposed: the credit-weighted mean of the three course marks and the integrative-assignment mark, each weighted by its RCP. Classification is Pass 60–69.99, Merit 70–79.99 or Distinction 80 or more (Chapter 5.3). |
| Recognition of prior learning   | Up to one third of the credit may be recognised. Because one third of 24–30 RCP is 8 to 10 RCP, at most one constituent course can be recognised in any pathway. The integrative assignment cannot be recognised.    |
| Fees                            | The sum of the constituent course fees plus an integrative assessment and moderation fee (Chapter 8).                                                                                                                |
| Progression                     | Constituent courses that are Executive Diploma components carry into the Diploma (Chapter 28).                                                                                                                       |

### 26.3 The integrative assignment

Every Advanced Certificate ends with an integrative institutional assignment. The Catalogue required it but did not allocate credit, workload or assessment to it: it listed totals that exceeded the constituent credit by 11, 12, 7,



5, 7, 9 and 10 RCP. This edition states a standard assignment of 7 RCP (8 RCP for Applied Research and Evaluation) and records the specification below for approval.

|                                   |                                                                                                                                                                                                                                                                        |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Credit and workload</b>        | 7 RCP, or 70 notional hours (8 RCP, or 80 notional hours, in AC-ARE). The credit is stated explicitly in every pathway so that no residual credit is left unexplained (Decision D6).                                                                                   |
| <b>Purpose</b>                    | To integrate the outputs of the constituent courses in a single institutional work product that the learner's own institution can use.                                                                                                                                 |
| <b>Case</b>                       | The learner's own institutional challenge, as recorded in the leadership-challenge statement at admission (Chapter 8) and confirmed in the study plan.                                                                                                                 |
| <b>Required content</b>           | A diagnosis of the challenge; integrated priorities and sequence; resources and named owners; risks, ethics and safeguards; and indicators with a review calendar, including a 90-day action plan.                                                                     |
| <b>Timing</b>                     | Submitted within the pathway window of 3 to 6 months. The study plan sets the date.                                                                                                                                                                                    |
| <b>Supervision and moderation</b> | An assessor assigned by the pathway owner supervises the work. The assessor and a second marker follow the moderation rules of Chapter 7.                                                                                                                              |
| <b>Status</b>                     | <b>Proposed.</b> The sources require only "an integrative institutional assignment". This edition applies the Handbook capstone pattern (written product 75% and individual defence 25%; Rubrics C and D) so that the assignment is assessable (Decisions D6 and D19). |

**Table 94 • Assessment of the integrative assignment (proposed)**

| <b>Instrument</b>                           | <b>Weight</b> | <b>Evidence and standard</b>                                                                                                                           |
|---------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Integrative institutional dossier (written) | 75%           | Assessed with Rubric C (Annex H). At least 60/100 is required. Narrative and annexes form one usable dossier with the decision requested stated first. |
| Panel review and individual defence         | 25%           | Eight-minute presentation, 12 minutes of questions and five minutes of panel feedback, assessed with Rubric D (Annex H). At least 60/100 is required.  |
| <b>Total</b>                                | <b>100%</b>   |                                                                                                                                                        |

### Outcomes of the integrative assignment

On completion, the learner will be able to:

- IA1** Integrate the assessed outputs of the three constituent courses into one institutional plan whose priorities, sequence, resources and owners are consistent.
- IA2** Evaluate the plan against the institution's risks, stakeholder positions and capacity, and revise it accordingly.
- IA3** Define the indicators, evidence and review calendar by which the institution can verify use of the plan.
- IA4** Defend the plan and its evidence before an assessment panel.



## AC-GPL · Advanced Certificate in Governance & Public Leadership

|                                   |                                                                                                                                                                                                                                                                                            |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                       | AC-GPL                                                                                                                                                                                                                                                                                     |
| <b>Award title</b>                | RIYAADA Advanced Certificate in Governance & Public Leadership                                                                                                                                                                                                                             |
| <b>Level and credit</b>           | RL3 Advanced Certificate · 28 RCP (21 taught + 7 integrative assignment) · 280 notional hours                                                                                                                                                                                              |
| <b>School</b>                     | S1 · School of Governance & Public Leadership                                                                                                                                                                                                                                              |
| <b>Duration and teaching time</b> | 3 to 6 months from first enrolment; 105 contact hours over 15 teaching days in the three constituent courses; supervision of the integrative assignment is set in the study plan.                                                                                                          |
| <b>Constituent courses</b>        | <ul style="list-style-type: none"> <li>RA-PLG-101 Public Leadership &amp; Governance (7 RCP)</li> <li>RA-BGD-103 Board Governance &amp; Director Development (7 RCP)</li> <li>RA-EIA-104 Ethics, Integrity &amp; Accountability (7 RCP)</li> <li>Integrative assignment (7 RCP)</li> </ul> |
| <b>Syllabus status</b>            | Constituent courses: PLG-101 approved, BGD-103 documented, EIA-104 documented. The integrative assignment follows the proposed standard in Section 26.3. Pathway owner and review date: to be named (Annex E).                                                                             |
| <b>Progression</b>                | Counts towards the Executive Diploma (Chapter 28): PLG-101 as governance core, EIA-104 as foundation, BGD-103 as governance core (option) (21 RCP). The integrative assignment is not a Diploma component.                                                                                 |
| <b>Shared courses</b>             | BGD-103 also builds AC-CBG; EIA-104 also builds AC-CBG. A learner who wants both certificates shows in the study plan which pathway receives the credit of each shared course (Chapter 4).                                                                                                 |

Table 95 · Credit of AC-GPL: unified and Catalogue values

| Code                 | Component                                                | Unified RCP | Catalogue RCP |
|----------------------|----------------------------------------------------------|-------------|---------------|
| RA-PLG-101           | Public Leadership & Governance                           | 7           | 7             |
| RA-BGD-103           | Board Governance & Director Development                  | 7           | 5             |
| RA-EIA-104           | Ethics, Integrity & Accountability                       | 7           | 5             |
| <b>Taught credit</b> |                                                          | <b>21</b>   | <b>17</b>     |
|                      | Integrative assignment (Catalogue: unallocated residual) | 7           | 11            |
| <b>Total</b>         |                                                          | <b>28</b>   | <b>28</b>     |

The unified total equals the Catalogue total. The Catalogue residual of 11 RCP is now explained: 7 RCP is the integrative assignment and the remaining 4 RCP is the increase in constituent course credit (Annex C).

Table 96 · Constituent courses and assessed outputs (\* contact hours derived at five per RCP; outputs from the Curricula compendium v1.1 Outcome Matrix)

| Code       | Course                                  | Days | Contact h | RCP | Syllabus   | Page | Assessed output (highest cognitive level)          |
|------------|-----------------------------------------|------|-----------|-----|------------|------|----------------------------------------------------|
| RA-PLG-101 | Public Leadership & Governance          | 5    | 35        | 7   | Approved   | 52   | Governance reform action plan (creating)           |
| RA-BGD-103 | Board Governance & Director Development | 5    | 35        | 7   | Documented | 58   | Board evaluation and development plan (evaluating) |
| RA-EIA-104 | Ethics, Integrity & Accountability      | 5    | 35        | 7   | Documented | 61   | Organisational integrity programme (creating)      |

The integrative assignment combines these outputs in one plan for the learner's own institution. Its outcomes, workload and assessment are the common standard of Section 26.3.



## AC-CBG · Advanced Certificate in Corporate & Board Governance

|                                   |                                                                                                                                                                                                                                                                              |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                       | AC-CBG                                                                                                                                                                                                                                                                       |
| <b>Award title</b>                | RIYAADA Advanced Certificate in Corporate & Board Governance                                                                                                                                                                                                                 |
| <b>Level and credit</b>           | RL3 Advanced Certificate · 28 RCP (21 taught + 7 integrative assignment) · 280 notional hours                                                                                                                                                                                |
| <b>School</b>                     | S1 · School of Governance & Public Leadership                                                                                                                                                                                                                                |
| <b>Duration and teaching time</b> | 3 to 6 months from first enrolment; 105 contact hours over 15 teaching days in the three constituent courses; supervision of the integrative assignment is set in the study plan.                                                                                            |
| <b>Constituent courses</b>        | <ul style="list-style-type: none"> <li>RA-CGV-102 Corporate Governance (7 RCP)</li> <li>RA-BGD-103 Board Governance &amp; Director Development (7 RCP)</li> <li>RA-EIA-104 Ethics, Integrity &amp; Accountability (7 RCP)</li> <li>Integrative assignment (7 RCP)</li> </ul> |
| <b>Syllabus status</b>            | Constituent courses: CGV-102 documented, BGD-103 documented, EIA-104 documented. The integrative assignment follows the proposed standard in Section 26.3. Pathway owner and review date: to be named (Annex E).                                                             |
| <b>Progression</b>                | Counts towards the Executive Diploma (Chapter 28): EIA-104 as foundation, CGV-102 as governance core (option) (14 RCP). BGD-103 earns no further Diploma credit because only one course counts for each option. The integrative assignment is not a Diploma component.       |
| <b>Shared courses</b>             | BGD-103 also builds AC-GPL; EIA-104 also builds AC-GPL. A learner who wants both certificates shows in the study plan which pathway receives the credit of each shared course (Chapter 4).                                                                                   |

Table 97 · Credit of AC-CBG: unified and Catalogue values

| Code                 | Component                                                | Unified RCP | Catalogue RCP |
|----------------------|----------------------------------------------------------|-------------|---------------|
| RA-CGV-102           | Corporate Governance                                     | 7           | 6             |
| RA-BGD-103           | Board Governance & Director Development                  | 7           | 5             |
| RA-EIA-104           | Ethics, Integrity & Accountability                       | 7           | 5             |
| <b>Taught credit</b> |                                                          | <b>21</b>   | <b>16</b>     |
|                      | Integrative assignment (Catalogue: unallocated residual) | 7           | 12            |
| <b>Total</b>         |                                                          | <b>28</b>   | <b>28</b>     |

The unified total equals the Catalogue total. The Catalogue residual of 12 RCP is now explained: 7 RCP is the integrative assignment and the remaining 5 RCP is the increase in constituent course credit (Annex C).

Table 98 · Constituent courses and assessed outputs (\* contact hours derived at five per RCP; outputs from the Curricula compendium v1.1 Outcome Matrix)

| Code       | Course                                  | Days | Contact h | RCP | Syllabus   | Page | Assessed output (highest cognitive level)          |
|------------|-----------------------------------------|------|-----------|-----|------------|------|----------------------------------------------------|
| RA-CGV-102 | Corporate Governance                    | 5    | 35        | 7   | Documented | 55   | Company or SOE governance assessment (evaluating)  |
| RA-BGD-103 | Board Governance & Director Development | 5    | 35        | 7   | Documented | 58   | Board evaluation and development plan (evaluating) |
| RA-EIA-104 | Ethics, Integrity & Accountability      | 5    | 35        | 7   | Documented | 61   | Organisational integrity programme (creating)      |

The integrative assignment combines these outputs in one plan for the learner's own institution. Its outcomes, workload and assessment are the common standard of Section 26.3.



## AC-PPA · Advanced Certificate in Public Policy & Administration

|                                   |                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                       | AC-PPA                                                                                                                                                                                                                                                                                                                  |
| <b>Award title</b>                | RIYAADA Advanced Certificate in Public Policy & Administration                                                                                                                                                                                                                                                          |
| <b>Level and credit</b>           | RL3 Advanced Certificate · 28 RCP (21 taught + 7 integrative assignment) · 280 notional hours                                                                                                                                                                                                                           |
| <b>School</b>                     | S1 · School of Governance & Public Leadership                                                                                                                                                                                                                                                                           |
| <b>Duration and teaching time</b> | 3 to 6 months from first enrolment; 105 contact hours over 15 teaching days in the three constituent courses; supervision of the integrative assignment is set in the study plan.                                                                                                                                       |
| <b>Constituent courses</b>        | <ul style="list-style-type: none"> <li>RA-PPA-105 Public Policy Analysis &amp; Development (7 RCP)</li> <li>RA-GAR-106 Government Administration &amp; Public Sector Reform (7 RCP)</li> <li>RA-ITC-301 Institutional Transformation &amp; Change Management (7 RCP)</li> <li>Integrative assignment (7 RCP)</li> </ul> |
| <b>Syllabus status</b>            | Constituent courses: PPA-105 documented, GAR-106 documented, ITC-301 documented. The integrative assignment follows the proposed standard in Section 26.3. Pathway owner and review date: to be named (Annex E).                                                                                                        |
| <b>Progression</b>                | Counts towards the Executive Diploma (Chapter 28): ITC-301 as execution core, PPA-105 as execution core (option) (14 RCP). GAR-106 earns no further Diploma credit because only one course counts for each option. The integrative assignment is not a Diploma component.                                               |
| <b>Shared courses</b>             | ITC-301 also builds AC-SIT. A learner who wants both certificates shows in the study plan which pathway receives the credit of each shared course (Chapter 4).                                                                                                                                                          |

Table 99 · Credit of AC-PPA: unified and Catalogue values

| Code                 | Component                                                | Unified RCP | Catalogue RCP |
|----------------------|----------------------------------------------------------|-------------|---------------|
| RA-PPA-105           | Public Policy Analysis & Development                     | 7           | 7             |
| RA-GAR-106           | Government Administration & Public Sector Reform         | 7           | 7             |
| RA-ITC-301           | Institutional Transformation & Change Management         | 7           | 7             |
| <b>Taught credit</b> |                                                          | <b>21</b>   | <b>21</b>     |
|                      | Integrative assignment (Catalogue: unallocated residual) | 7           | 7             |
| <b>Total</b>         |                                                          | <b>28</b>   | <b>28</b>     |

The unified total equals the Catalogue total. The Catalogue residual of 7 RCP is now explained: 7 RCP is the integrative assignment and the remaining 0 RCP is the increase in constituent course credit (Annex C).

Table 100 · Constituent courses and assessed outputs (\* contact hours derived at five per RCP; outputs from the Curricula compendium v1.1 Outcome Matrix)

| Code       | Course                                           | Days | Contact h | RCP | Syllabus   | Page | Assessed output (highest cognitive level)         |
|------------|--------------------------------------------------|------|-----------|-----|------------|------|---------------------------------------------------|
| RA-PPA-105 | Public Policy Analysis & Development             | 5    | 35        | 7   | Documented | 64   | Decision-ready policy memorandum (creating)       |
| RA-GAR-106 | Government Administration & Public Sector Reform | 5    | 35        | 7   | Documented | 67   | Sequenced public-sector reform roadmap (creating) |
| RA-ITC-301 | Institutional Transformation & Change Management | 5    | 35        | 7   | Documented | 81   | Integrated transformation roadmap (creating)      |

The integrative assignment combines these outputs in one plan for the learner's own institution. Its outcomes, workload and assessment are the common standard of Section 26.3.



## AC-HSL · Advanced Certificate in Health Systems Leadership

|                                   |                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                       | AC-HSL                                                                                                                                                                                                                                                                                                             |
| <b>Award title</b>                | RIYAADA Advanced Certificate in Health Systems Leadership                                                                                                                                                                                                                                                          |
| <b>Level and credit</b>           | RL3 Advanced Certificate · 28 RCP (21 taught + 7 integrative assignment) · 280 notional hours                                                                                                                                                                                                                      |
| <b>School</b>                     | S2 · School of Health Systems, Policy & Financing                                                                                                                                                                                                                                                                  |
| <b>Duration and teaching time</b> | 3 to 6 months from first enrolment; 108 contact hours over 18 teaching days in the three constituent courses; supervision of the integrative assignment is set in the study plan.                                                                                                                                  |
| <b>Constituent courses</b>        | <ul style="list-style-type: none"> <li>• RA-HLMG-201 Hospital Leadership, Management &amp; Governance (9 RCP)</li> <li>• RA-QPS-204 Quality Improvement &amp; Patient Safety (6 RCP)</li> <li>• RA-HRH-205 Health Workforce Planning &amp; Management (6 RCP)</li> <li>• Integrative assignment (7 RCP)</li> </ul> |
| <b>Syllabus status</b>            | Constituent courses: HLMG-201 approved, QPS-204 course card, HRH-205 course card. The integrative assignment follows the proposed standard in Section 26.3. Pathway owner and review date: to be named (Annex E).                                                                                                  |
| <b>Progression</b>                | Counts towards the Executive Diploma (Chapter 28): HLMG-201 as execution core (option) (9 RCP). QPS-204, HRH-205 earns no further Diploma credit because only one course counts for each option. The integrative assignment is not a Diploma component.                                                            |

**Table 101 · Credit of AC-HSL: unified and Catalogue values**

| Code                 | Component                                                | Unified RCP | Catalogue RCP |
|----------------------|----------------------------------------------------------|-------------|---------------|
| RA-HLMG-201          | Hospital Leadership, Management & Governance             | 9           | 9             |
| RA-QPS-204           | Quality Improvement & Patient Safety                     | 6           | 6             |
| RA-HRH-205           | Health Workforce Planning & Management                   | 6           | 6             |
| <b>Taught credit</b> |                                                          | <b>21</b>   | <b>21</b>     |
|                      | Integrative assignment (Catalogue: unallocated residual) | 7           | 5             |
| <b>Total</b>         |                                                          | <b>28</b>   | <b>26</b>     |

The unified total (28 RCP) differs from the Catalogue total (26 RCP) because the constituent courses are standardised and the integrative assignment is stated explicitly. The total remains inside the 24–30 RCP band of level RL3 (Annex C).

**Table 102 · Constituent courses and assessed outputs (\* contact hours derived at five per RCP; outputs from the Curricula compendium v1.1 Outcome Matrix)**

| Code        | Course                                       | Days | Contact h | RCP | Syllabus    | Page | Assessed output (highest cognitive level)                |
|-------------|----------------------------------------------|------|-----------|-----|-------------|------|----------------------------------------------------------|
| RA-HLMG-201 | Hospital Leadership, Management & Governance | 6    | 48        | 9   | Approved    | 71   | PDSA capstone and institutional tool set (creating)      |
| RA-QPS-204  | Quality Improvement & Patient Safety         | 6    | 30*       | 6   | Course card | 77   | Completed clinical audit cycle (applying and evaluating) |
| RA-HRH-205  | Health Workforce Planning & Management       | 6    | 30*       | 6   | Course card | 78   | Departmental staffing and appraisal plan (creating)      |

The integrative assignment combines these outputs in one plan for the learner's own institution. Its outcomes, workload and assessment are the common standard of Section 26.3.



## AC-HFU · Advanced Certificate in Health Financing & UHC

|                                   |                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                       | AC-HFU                                                                                                                                                                                                                                                                                                                            |
| <b>Award title</b>                | RIYAADA Advanced Certificate in Health Financing & UHC                                                                                                                                                                                                                                                                            |
| <b>Level and credit</b>           | RL3 Advanced Certificate · 25 RCP (18 taught + 7 integrative assignment) · 250 notional hours                                                                                                                                                                                                                                     |
| <b>School</b>                     | S2 · School of Health Systems, Policy & Financing                                                                                                                                                                                                                                                                                 |
| <b>Duration and teaching time</b> | 3 to 6 months from first enrolment; 90 contact hours over 17 teaching days in the three constituent courses; supervision of the integrative assignment is set in the study plan.                                                                                                                                                  |
| <b>Constituent courses</b>        | <ul style="list-style-type: none"> <li>• RA-HFN-202 Health Financing &amp; Social Health Insurance (7 RCP)</li> <li>• RA-UHC-203 Universal Health Coverage &amp; Strategic Purchasing (7 RCP)</li> <li>• RA-DAT-404 Data Literacy &amp; Evidence for Decision-Makers (4 RCP)</li> <li>• Integrative assignment (7 RCP)</li> </ul> |
| <b>Syllabus status</b>            | Constituent courses: HFN-202 approved, UHC-203 course card, DAT-404 course card. The integrative assignment follows the proposed standard in Section 26.3. Pathway owner and review date: to be named (Annex E).                                                                                                                  |
| <b>Progression</b>                | Counts towards the Executive Diploma (Chapter 28): HFN-202 as execution core (option) (7 RCP). UHC-203 earns no further Diploma credit because only one course counts for each option. The integrative assignment is not a Diploma component.                                                                                     |

**Table 103 · Credit of AC-HFU: unified and Catalogue values**

| Code                 | Component                                                | Unified RCP | Catalogue RCP |
|----------------------|----------------------------------------------------------|-------------|---------------|
| <b>RA-HFN-202</b>    | Health Financing & Social Health Insurance               | 7           | 7             |
| <b>RA-UHC-203</b>    | Universal Health Coverage & Strategic Purchasing         | 7           | 7             |
| <b>RA-DAT-404</b>    | Data Literacy & Evidence for Decision-Makers             | 4           | 4             |
| <b>Taught credit</b> |                                                          | <b>18</b>   | <b>18</b>     |
|                      | Integrative assignment (Catalogue: unallocated residual) | 7           | 7             |
| <b>Total</b>         |                                                          | <b>25</b>   | <b>25</b>     |

The unified total equals the Catalogue total. The Catalogue residual of 7 RCP is now explained: 7 RCP is the integrative assignment and the remaining 0 RCP is the increase in constituent course credit (Annex C).

**Table 104 · Constituent courses and assessed outputs (\* contact hours derived at five per RCP; outputs from the Curricula compendium v1.1 Outcome Matrix)**

| Code              | Course                                           | Days | Contact h | RCP | Syllabus    | Page | Assessed output (highest cognitive level)       |
|-------------------|--------------------------------------------------|------|-----------|-----|-------------|------|-------------------------------------------------|
| <b>RA-HFN-202</b> | Health Financing & Social Health Insurance       | 5    | 35        | 7   | Approved    | 74   | Resource mobilisation options paper (creating)  |
| <b>RA-UHC-203</b> | Universal Health Coverage & Strategic Purchasing | 7    | 35*       | 7   | Course card | 76   | Empanelment and purchasing framework (creating) |
| <b>RA-DAT-404</b> | Data Literacy & Evidence for Decision-Makers     | 5    | 20*       | 4   | Course card | 97   | One-page decision brief (analysing)             |

The integrative assignment combines these outputs in one plan for the learner's own institution. Its outcomes, workload and assessment are the common standard of Section 26.3.



## AC-SIT · Advanced Certificate in Strategy & Institutional Transformation

|                                   |                                                                                                                                                                                                                                                                                                         |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                       | AC-SIT                                                                                                                                                                                                                                                                                                  |
| <b>Award title</b>                | RIYAADA Advanced Certificate in Strategy & Institutional Transformation                                                                                                                                                                                                                                 |
| <b>Level and credit</b>           | RL3 Advanced Certificate · 28 RCP (21 taught + 7 integrative assignment) · 280 notional hours                                                                                                                                                                                                           |
| <b>School</b>                     | S3 · School of Strategy, Management & Institutional Transformation                                                                                                                                                                                                                                      |
| <b>Duration and teaching time</b> | 3 to 6 months from first enrolment; 105 contact hours over 15 teaching days in the three constituent courses; supervision of the integrative assignment is set in the study plan.                                                                                                                       |
| <b>Constituent courses</b>        | <ul style="list-style-type: none"> <li>RA-SMO-303 Strategic Management &amp; Organisational Transformation (7 RCP)</li> <li>RA-ITC-301 Institutional Transformation &amp; Change Management (7 RCP)</li> <li>RA-EXL-302 Executive Leadership (7 RCP)</li> <li>Integrative assignment (7 RCP)</li> </ul> |
| <b>Syllabus status</b>            | Constituent courses: SMO-303 approved, ITC-301 documented, EXL-302 documented. The integrative assignment follows the proposed standard in Section 26.3. Pathway owner and review date: to be named (Annex E).                                                                                          |
| <b>Progression</b>                | Counts towards the Executive Diploma (Chapter 28): SMO-303 as strategy, ITC-301 as execution core, EXL-302 as foundation (21 RCP). The integrative assignment is not a Diploma component.                                                                                                               |
| <b>Shared courses</b>             | ITC-301 also builds AC-PPA. A learner who wants both certificates shows in the study plan which pathway receives the credit of each shared course (Chapter 4).                                                                                                                                          |

Table 105 · Credit of AC-SIT: unified and Catalogue values

| Code                 | Component                                                | Unified RCP | Catalogue RCP |
|----------------------|----------------------------------------------------------|-------------|---------------|
| RA-SMO-303           | Strategic Management & Organisational Transformation     | 7           | 7             |
| RA-ITC-301           | Institutional Transformation & Change Management         | 7           | 7             |
| RA-EXL-302           | Executive Leadership                                     | 7           | 5             |
| <b>Taught credit</b> |                                                          | <b>21</b>   | <b>19</b>     |
|                      | Integrative assignment (Catalogue: unallocated residual) | 7           | 9             |
| <b>Total</b>         |                                                          | <b>28</b>   | <b>28</b>     |

The unified total equals the Catalogue total. The Catalogue residual of 9 RCP is now explained: 7 RCP is the integrative assignment and the remaining 2 RCP is the increase in constituent course credit (Annex C).

Table 106 · Constituent courses and assessed outputs (\* contact hours derived at five per RCP; outputs from the Curricula compendium v1.1 Outcome Matrix)

| Code       | Course                                               | Days | Contact h | RCP | Syllabus   | Page | Assessed output (highest cognitive level)         |
|------------|------------------------------------------------------|------|-----------|-----|------------|------|---------------------------------------------------|
| RA-SMO-303 | Strategic Management & Organisational Transformation | 5    | 35        | 7   | Approved   | 87   | Strategy and scorecard execution plan (creating)  |
| RA-ITC-301 | Institutional Transformation & Change Management     | 5    | 35        | 7   | Documented | 81   | Integrated transformation roadmap (creating)      |
| RA-EXL-302 | Executive Leadership                                 | 5    | 35        | 7   | Documented | 84   | Personal leadership development plan (evaluating) |

The integrative assignment combines these outputs in one plan for the learner's own institution. Its outcomes, workload and assessment are the common standard of Section 26.3.



## AC-ARE · Advanced Certificate in Applied Research & Evaluation

|                                   |                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                       | AC-ARE                                                                                                                                                                                                                                                                                                        |
| <b>Award title</b>                | RIYAADA Advanced Certificate in Applied Research & Evaluation                                                                                                                                                                                                                                                 |
| <b>Level and credit</b>           | RL3 Advanced Certificate · 24 RCP (16 taught + 8 integrative assignment) · 240 notional hours                                                                                                                                                                                                                 |
| <b>School</b>                     | S4 · School of Research, Evaluation & Knowledge                                                                                                                                                                                                                                                               |
| <b>Duration and teaching time</b> | 3 to 6 months from first enrolment; 83 contact hours over 17 teaching days in the three constituent courses; supervision of the integrative assignment is set in the study plan.                                                                                                                              |
| <b>Constituent courses</b>        | <ul style="list-style-type: none"> <li>RA-RES-401 Applied Research Design &amp; Methods (6 RCP)</li> <li>RA-MEL-402 Monitoring, Evaluation, Accountability &amp; Learning (5 RCP)</li> <li>RA-SWP-403 Scientific Writing &amp; Academic Publishing (5 RCP)</li> <li>Integrative assignment (8 RCP)</li> </ul> |
| <b>Syllabus status</b>            | Constituent courses: RES-401 course card, MEL-402 course card, SWP-403 approved. The integrative assignment follows the proposed standard in Section 26.3. Pathway owner and review date: to be named (Annex E).                                                                                              |
| <b>Progression</b>                | None of the constituent courses is a component of the Executive Diploma as defined in the Catalogue; the certificate is a specialist pathway in School S4.                                                                                                                                                    |

**Table 107 · Credit of AC-ARE: unified and Catalogue values**

| Code                 | Component                                                | Unified RCP | Catalogue RCP |
|----------------------|----------------------------------------------------------|-------------|---------------|
| RA-RES-401           | Applied Research Design & Methods                        | 6           | 6             |
| RA-MEL-402           | Monitoring, Evaluation, Accountability & Learning        | 5           | 5             |
| RA-SWP-403           | Scientific Writing & Academic Publishing                 | 5           | 5             |
| <b>Taught credit</b> |                                                          | <b>16</b>   | <b>16</b>     |
|                      | Integrative assignment (Catalogue: unallocated residual) | 8           | 10            |
| <b>Total</b>         |                                                          | <b>24</b>   | <b>26</b>     |

The unified total (24 RCP) differs from the Catalogue total (26 RCP) because the constituent courses are standardised and the integrative assignment is stated explicitly. The total remains inside the 24–30 RCP band of level RL3 (Annex C).

**Table 108 · Constituent courses and assessed outputs (\* contact hours derived at five per RCP; outputs from the Curricula compendium v1.1 Outcome Matrix)**

| Code       | Course                                            | Days | Contact h | RCP | Syllabus    | Page | Assessed output (highest cognitive level)      |
|------------|---------------------------------------------------|------|-----------|-----|-------------|------|------------------------------------------------|
| RA-RES-401 | Applied Research Design & Methods                 | 7    | 30*       | 6   | Course card | 93   | Research protocol and analysis plan (creating) |
| RA-MEL-402 | Monitoring, Evaluation, Accountability & Learning | 6    | 25*       | 5   | Course card | 94   | Theory of change and MEAL plan (creating)      |
| RA-SWP-403 | Scientific Writing & Academic Publishing          | 4    | 28        | 5   | Approved    | 95   | Complete manuscript draft (creating)           |

The integrative assignment combines these outputs in one plan for the learner's own institution. Its outcomes, workload and assessment are the common standard of Section 26.3.



## 27 Micro-credential Tracks

Three tracks let a learner build an Advanced Certificate from Short Courses instead of Executive Courses.

### 27.1 What a track is

The Program Book proposed that “a stack of 3–4 micro-credentials can be bundled into a Professional Track Certificate”, with three examples. It did not define credit, assessment or award. Under the unified framework a micro-credential is an RL2 Professional Certificate in a Short Course (Chapter 5), and a stack of them is an RL3 Advanced Certificate when it reaches 24–30 RCP. This edition therefore defines a track as follows (Decision D17).

**Table 109 · Common standards of the micro-credential tracks**

| Standard                             | Rule                                                                                                                                            |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Composition</b>                   | 3 or 4 Short Courses from the eligible themes of the track, plus the integrative assignment.                                                    |
| <b>Taught credit</b>                 | 17 to 23 RCP, so that the total with the 7-RCP integrative assignment falls between 24 and 30 RCP.                                              |
| <b>Integrative assignment</b>        | The standard of Section 26.3, applied to the Short Course outputs.                                                                              |
| <b>Award</b>                         | RIYAADA Advanced Certificate in {track title} (RL3). “Professional Track Certificate” is retired.                                               |
| <b>Recognition of prior learning</b> | At most one third of the credit; at most one Short Course in any track. The integrative assignment cannot be recognised.                        |
| <b>Approval</b>                      | Each track needs Academic Board approval through the approval stages of Chapter 9 before it is advertised. The examples below are illustrative. |

### 27.2 Which Short Course combinations are valid

**Table 110 · All combinations of Short Courses of 4, 6 and 8 RCP (only one 8-RCP course exists)**

| Courses | RCP of the Short Courses | Taught RCP | Total with IA | Result                     |
|---------|--------------------------|------------|---------------|----------------------------|
| 3       | 4 + 4 + 4                | 12         | 19            | Outside the 24–30 RCP band |
| 3       | 4 + 4 + 6                | 14         | 21            | Outside the 24–30 RCP band |
| 3       | 4 + 4 + 8                | 16         | 23            | Outside the 24–30 RCP band |
| 3       | 4 + 6 + 6                | 16         | 23            | Outside the 24–30 RCP band |
| 3       | 4 + 6 + 8                | 18         | 25            | Valid                      |
| 3       | 6 + 6 + 6                | 18         | 25            | Valid                      |
| 3       | 6 + 6 + 8                | 20         | 27            | Valid                      |
| 4       | 4 + 4 + 4 + 4            | 16         | 23            | Outside the 24–30 RCP band |
| 4       | 4 + 4 + 4 + 6            | 18         | 25            | Valid                      |
| 4       | 4 + 4 + 4 + 8            | 20         | 27            | Valid                      |
| 4       | 4 + 4 + 6 + 6            | 20         | 27            | Valid                      |
| 4       | 4 + 4 + 6 + 8            | 22         | 29            | Valid                      |
| 4       | 4 + 6 + 6 + 6            | 22         | 29            | Valid                      |
| 4       | 4 + 6 + 6 + 8            | 24         | 31            | Outside the 24–30 RCP band |
| 4       | 6 + 6 + 6 + 6            | 24         | 31            | Outside the 24–30 RCP band |
| 4       | 6 + 6 + 6 + 8            | 26         | 33            | Outside the 24–30 RCP band |

The Short Courses carry 4 RCP (two weeks, 20 contact hours), 6 RCP (three weeks, 30 contact hours) or, for the Health Systems Management Seminar and Workshop, 8 RCP (four weeks, 40 contact hours).

The three track pages follow. Each lists the eligible Short Courses, one illustrative cluster and the valid combinations.



## TR-EOC · EOC & Health Security Track

|                         |                                                                                                                                                                                                                      |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>             | TR-EOC                                                                                                                                                                                                               |
| <b>Award title</b>      | RIYAADA Advanced Certificate in EOC & Health Security                                                                                                                                                                |
| <b>Level and credit</b> | RL3 Advanced Certificate · 24–30 RCP · illustrative composition 25 RCP (18 taught + 7 integrative assignment)                                                                                                        |
| <b>Theme basis</b>      | Theme 4 (Emergency and Outbreak Leadership) and Theme 5 (Data, Epidemiology and Digital Health)                                                                                                                      |
| <b>Composition rule</b> | 3 or 4 Short Courses drawn from the eligible pool below, totalling 17 to 23 RCP, plus the 7-RCP integrative assignment of Section 26.3. Typical duration: 3 to 6 months from first enrolment.                        |
| <b>Source</b>           | Program Book §4 (example track “EOC & Health Security”). The Program Book gave no composition, credit, assessment or award; the composition rule, illustrative cluster and award title are proposals (Decision D17). |
| <b>Replaces</b>         | “Professional Track Certificate” (retired term; Chapter 5.5). Pathway owner and review date: to be named (Annex E).                                                                                                  |
| <b>Suitable for</b>     | The track suits emergency, surveillance and health-security officers and managers.                                                                                                                                   |

EOC means Emergency Operations Centre.

**Table 111 · Eligible pool for TR-EOC (4 Short Courses)**

| Code       | Short Course                                 | Theme | Weeks | Contact h | RCP | Page |
|------------|----------------------------------------------|-------|-------|-----------|-----|------|
| RA-EXD-703 | Data for Decision-Making (DHIS2 & Analytics) | T5    | 3     | 30        | 6   | 115  |
| RA-EXF-708 | Crisis Management & Strategic Foresight      | T4    | 3     | 30        | 6   | 113  |
| RA-EXR-714 | Executive R&D for Health Systems             | T5    | 3     | 30        | 6   | 116  |
| RA-EXO-717 | Outbreak Management & Rapid Response         | T4    | 3     | 30        | 6   | 114  |

**Table 112 · Illustrative TR-EOC cluster: 3 Short Courses (18 RCP) plus the integrative assignment (25 RCP)**

| Code                 | Component                                    | Theme | RCP       |
|----------------------|----------------------------------------------|-------|-----------|
| RA-EXO-717           | Outbreak Management & Rapid Response         | T4    | 6         |
| RA-EXF-708           | Crisis Management & Strategic Foresight      | T4    | 6         |
| RA-EXD-703           | Data for Decision-Making (DHIS2 & Analytics) | T5    | 6         |
| <b>Taught credit</b> |                                              |       | <b>18</b> |
|                      | Integrative assignment                       |       | 7         |
| <b>Total</b>         |                                              |       | <b>25</b> |

**Table 113 · Valid combinations from this pool: those inside the 24–30 RCP band (all others fall outside it and are not valid)**

| Size      | RCP of the Short Courses | Taught RCP | Total with IA |
|-----------|--------------------------|------------|---------------|
| 3 courses | 6 + 6 + 6                | 18         | 25            |



## TR-HQL · Hospital Quality Leadership Track

|                         |                                                                                                                                                                                                                            |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>             | TR-HQL                                                                                                                                                                                                                     |
| <b>Award title</b>      | RIYAADA Advanced Certificate in Hospital Quality Leadership                                                                                                                                                                |
| <b>Level and credit</b> | RL3 Advanced Certificate · 24–30 RCP · illustrative composition 25 RCP (18 taught + 7 integrative assignment)                                                                                                              |
| <b>Theme basis</b>      | Theme 3 (Hospital Administration and Clinical Governance) and Theme 1 (Leadership and Governance)                                                                                                                          |
| <b>Composition rule</b> | 3 or 4 Short Courses drawn from the eligible pool below, totalling 17 to 23 RCP, plus the 7-RCP integrative assignment of Section 26.3. Typical duration: 3 to 6 months from first enrolment.                              |
| <b>Source</b>           | Program Book §4 (example track “Hospital Quality Leadership”). The Program Book gave no composition, credit, assessment or award; the composition rule, illustrative cluster and award title are proposals (Decision D17). |
| <b>Replaces</b>         | “Professional Track Certificate” (retired term; Chapter 5.5). Pathway owner and review date: to be named (Annex E).                                                                                                        |
| <b>Suitable for</b>     | The track suits hospital directors, quality and patient-safety leads and clinical managers.                                                                                                                                |

**Table 114 · Eligible pool for TR-HQL (8 Short Courses)**

| Code       | Short Course                              | Theme | Weeks | Contact h | RCP | Page |
|------------|-------------------------------------------|-------|-------|-----------|-----|------|
| RA-EXL-701 | Health Leadership in Fragile Settings     | T1    | 3     | 30        | 6   | 103  |
| RA-EXG-702 | Governance & Accountability               | T1    | 3     | 30        | 6   | 101  |
| RA-EXP-704 | Project & Grants Management               | T1    | 3     | 30        | 6   | 105  |
| RA-EXE-705 | Emergency & Trauma Leadership             | T3    | 3     | 30        | 6   | 111  |
| RA-EXQ-706 | Quality Improvement & Patient Safety      | T3    | 3     | 30        | 6   | 112  |
| RA-EXS-709 | Strategic Management & Planning           | T1    | 3     | 30        | 6   | 106  |
| RA-EXL-713 | Educational Leadership in Health Sciences | T1    | 3     | 30        | 6   | 104  |
| RA-EXG-715 | Governance Development                    | T1    | 3     | 30        | 6   | 102  |

**Table 115 · Illustrative TR-HQL cluster: 3 Short Courses (18 RCP) plus the integrative assignment (25 RCP)**

| Code                 | Component                            | Theme | RCP       |
|----------------------|--------------------------------------|-------|-----------|
| RA-EXQ-706           | Quality Improvement & Patient Safety | T3    | 6         |
| RA-EXE-705           | Emergency & Trauma Leadership        | T3    | 6         |
| RA-EXG-702           | Governance & Accountability          | T1    | 6         |
| <b>Taught credit</b> |                                      |       | <b>18</b> |
|                      | Integrative assignment               |       | 7         |
| <b>Total</b>         |                                      |       | <b>25</b> |

**Table 116 · Valid combinations from this pool: those inside the 24–30 RCP band (all others fall outside it and are not valid)**

| Size      | RCP of the Short Courses | Taught RCP | Total with IA |
|-----------|--------------------------|------------|---------------|
| 3 courses | 6 + 6 + 6                | 18         | 25            |



## TR-DDM · Data-Driven Management Track

|                         |                                                                                                                                                                                                                       |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>             | TR-DDM                                                                                                                                                                                                                |
| <b>Award title</b>      | RIYAADA Advanced Certificate in Data-Driven Management                                                                                                                                                                |
| <b>Level and credit</b> | RL3 Advanced Certificate · 24–30 RCP · illustrative composition 29 RCP (22 taught + 7 integrative assignment)                                                                                                         |
| <b>Theme basis</b>      | Theme 5 (Data, Epidemiology and Digital Health) and Theme 6 (Executive and Cross-Cutting Skills)                                                                                                                      |
| <b>Composition rule</b> | 3 or 4 Short Courses drawn from the eligible pool below, totalling 17 to 23 RCP, plus the 7-RCP integrative assignment of Section 26.3. Typical duration: 3 to 6 months from first enrolment.                         |
| <b>Source</b>           | Program Book §4 (example track “Data-Driven Management”). The Program Book gave no composition, credit, assessment or award; the composition rule, illustrative cluster and award title are proposals (Decision D17). |
| <b>Replaces</b>         | “Professional Track Certificate” (retired term; Chapter 5.5). Pathway owner and review date: to be named (Annex E).                                                                                                   |
| <b>Suitable for</b>     | The track suits managers and planners who must turn data and evidence into decisions.                                                                                                                                 |

**Table 117 · Eligible pool for TR-DDM (10 Short Courses)**

| Code       | Short Course                                             | Theme | Weeks | Contact h | RCP | Page |
|------------|----------------------------------------------------------|-------|-------|-----------|-----|------|
| RA-EXD-703 | Data for Decision-Making (DHIS2 & Analytics)             | T5    | 3     | 30        | 6   | 115  |
| RA-EXC-707 | Critical Thinking & Problem-Solving                      | T6    | 2     | 20        | 4   | 118  |
| RA-EXP-710 | Policy Design & Planning                                 | T6    | 2     | 20        | 4   | 123  |
| RA-EXH-711 | Social & Population Development                          | T6    | 2     | 20        | 4   | 120  |
| RA-EXD-712 | Demographic Studies for Health Policy                    | T6    | 2     | 20        | 4   | 119  |
| RA-EXR-714 | Executive R&D for Health Systems                         | T5    | 3     | 30        | 6   | 116  |
| RA-EXM-718 | Executive Communication, Influence & Strategic Messaging | T6    | 3     | 30        | 6   | 122  |
| RA-EXV-720 | Strategic Foresight & Scenario Planning                  | T6    | 3     | 30        | 6   | 124  |
| RA-EXA-721 | Applied Demography for Policy Leaders                    | T6    | 3     | 30        | 6   | 117  |
| RA-EXI-722 | Decision-Making Under Uncertainty                        | T6    | 3     | 30        | 6   | 121  |

**Table 118 · Illustrative TR-DDM cluster: 4 Short Courses (22 RCP) plus the integrative assignment (29 RCP)**

| Code                 | Component                             | Theme | RCP       |
|----------------------|---------------------------------------|-------|-----------|
| RA-EXR-714           | Executive R&D for Health Systems      | T5    | 6         |
| RA-EXA-721           | Applied Demography for Policy Leaders | T6    | 6         |
| RA-EXI-722           | Decision-Making Under Uncertainty     | T6    | 6         |
| RA-EXC-707           | Critical Thinking & Problem-Solving   | T6    | 4         |
| <b>Taught credit</b> |                                       |       | <b>22</b> |
|                      | Integrative assignment                |       | 7         |
| <b>Total</b>         |                                       |       | <b>29</b> |

**Table 119 · Valid combinations from this pool: those inside the 24–30 RCP band (all others fall outside it and are not valid)**

| Size      | RCP of the Short Courses | Taught RCP | Total with IA |
|-----------|--------------------------|------------|---------------|
| 3 courses | 6 + 6 + 6                | 18         | 25            |
| 4 courses | 4 + 4 + 4 + 6            | 18         | 25            |
| 4 courses | 4 + 4 + 6 + 6            | 20         | 27            |
| 4 courses | 4 + 6 + 6 + 6            | 22         | 29            |



## 28 The Executive Diploma and the Executive Fellowship

The Executive Diploma (RL4, 60 RCP) combines four cores with an institutional capstone. The Executive Fellowship (RL5, 90 RCP or more) adds a supervised transformation portfolio.

Table 120 • The two senior awards

| Code   | Award                                                                                  | Level | Credit  | Duration    | Page |
|--------|----------------------------------------------------------------------------------------|-------|---------|-------------|------|
| PW-DIP | RIYAADA Executive Diploma in Executive Leadership, Governance and Strategic Management | RL4   | 60 RCP  | 6–12 months | 236  |
| PW-FEL | RIYAADA Executive Fellowship                                                           | RL5   | 90+ RCP | 9–18 months | 239  |

Both awards are built from the Executive Courses of Part III and the Advanced Certificates of Chapter 26. The stack is: Advanced Certificates (RL3) and Executive Courses build the Diploma; the Diploma plus senior practice and a supervised portfolio builds the Fellowship.



## PW-DIP · Executive Diploma in Executive Leadership, Governance and Strategic Management

|                                      |                                                                                                                                                                                                                   |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                          | PW-DIP                                                                                                                                                                                                            |
| <b>Award title</b>                   | RIYAADA Executive Diploma in Executive Leadership, Governance and Strategic Management. The field is proposed (Decision D9); the sources give the level title only. The title is printed exactly as approved.     |
| <b>Level and credit</b>              | RL4 · 60 RCP · 600 notional hours (48 to 51 RCP of taught courses plus 9 to 12 RCP of capstone and integration).                                                                                                  |
| <b>Typical duration</b>              | 6 to 12 months.                                                                                                                                                                                                   |
| <b>Structure</b>                     | Foundation, governance core, execution core, strategy core and an institutional capstone, defended before a panel and reviewed at 90 days.                                                                        |
| <b>Entry</b>                         | Admission follows Chapter 8. Learners normally hold senior responsibility. Credit from Advanced Certificates and Executive Courses taken in the previous five years counts if the courses are Diploma components. |
| <b>Recognition of prior learning</b> | Up to one third of the credit (20 RCP) may be recognised. The capstone, the panel defence and the final integrative requirement cannot be recognised.                                                             |
| <b>Status</b>                        | The stages come from the Catalogue; the credit arithmetic (48–51 + 9–12), the assessment of the capstone and the classification are proposals for approval (Decisions D7 and D19).                                |
| <b>Pathway owner and review date</b> | To be named; next review per Chapter 9 (Annex E).                                                                                                                                                                 |

### Stages and credit

Table 121 · Stages of the Executive Diploma

| Stage                          | Requirement                                                                                                                                   | Courses and RCP | RCP          |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------|
| Foundation                     | RA-EXL-302 Executive Leadership and RA-EIA-104 Ethics, Integrity & Accountability.                                                            | 7 + 7           | 14           |
| Governance core                | RA-PLG-101 Public Leadership & Governance, plus one of RA-CGV-102 Corporate Governance or RA-BGD-103 Board Governance & Director Development. | 7 + 7           | 14           |
| Execution core                 | RA-ITC-301 Institutional Transformation & Change Management, plus one of RA-PPA-105, RA-GAR-106 or a School S2 course.                        | 7 + (6 to 9)    | 13–16        |
| Strategy core                  | RA-SMO-303 Strategic Management & Organisational Transformation.                                                                              | 7               | 7            |
| <b>Taught courses</b>          |                                                                                                                                               |                 | <b>48–51</b> |
| Capstone and integration       | Institutional capstone, panel defence, 90-day review and any specified integration learning, allocated so that the total is exactly 60 RCP.   | balance         | 9–12         |
| <b>Executive Diploma (RL4)</b> |                                                                                                                                               |                 | <b>60</b>    |

### Study-plan variants

The School S2 options are RA-HLMG-201 (9 RCP), RA-HFN-202 (7), RA-UHC-203 (7), RA-QPS-204 (6), RA-HRH-205 (6) and RA-DHG-206 (6). The personalised study plan shows the exact calculation before enrolment.



Table 122 · Credit variants (Decision D7)

| Variant  | Governance option            | Execution option                                     | Taught RCP | Capstone and integration RCP | Total |
|----------|------------------------------|------------------------------------------------------|------------|------------------------------|-------|
| Minimum  | RA-CGV-102 or RA-BGD-103 (7) | RA-QPS-204, RA-HRH-205 or RA-DHG-206 (6)             | 48         | 12                           | 60    |
| Standard | RA-CGV-102 or RA-BGD-103 (7) | RA-PPA-105, RA-GAR-106, RA-HFN-202 or RA-UHC-203 (7) | 49         | 11                           | 60    |
| Maximum  | RA-CGV-102 or RA-BGD-103 (7) | RA-HLMG-201 (9)                                      | 51         | 9                            | 60    |

The Catalogue stated 42–46 RCP of taught courses and 14–18 RCP for the capstone. The Prospectus courses now carry 7 RCP each, which raises the taught credit to 48–51 RCP and lowers the capstone allocation to 9–12 RCP. The total remains 60 RCP.

## Institutional capstone

The capstone demonstrates integrated leadership, governance, strategy, implementation and measurable results in the learner's own institution. It is defended before a panel and reviewed 90 days later.

Table 123 · What the capstone must demonstrate

| Dimension             | Drawn from                          | Evidence at threshold competence                                                              |
|-----------------------|-------------------------------------|-----------------------------------------------------------------------------------------------|
| Integrated leadership | Foundation (RA-EXL-302, RA-EIA-104) | Leadership practice and ethical conduct are evidenced in the institution, not only described. |
| Governance            | Governance core                     | Decision rights, accountability and oversight arrangements are explicit and lawful.           |
| Strategy              | Strategy core (RA-SMO-303)          | Priorities, scorecard measures and execution plan are linked to purpose and capacity.         |
| Implementation        | Execution core                      | A sequenced transformation roadmap with owners, resources, risks and early results.           |
| Measurable results    | All stages                          | Indicators with baseline, target and verification show what changed.                          |

Table 124 · Assessment of the capstone (proposed)

| Instrument                               | Weight | Evidence and standard                                                                                                       |
|------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------|
| Institutional capstone dossier (written) | 75%    | Rubric C (Annex H); at least 60/100.                                                                                        |
| Panel defence                            | 25%    | Rubric D (Annex H); at least 60/100. Eight-minute presentation, 12 minutes of questions and five minutes of panel feedback. |
| Total                                    | 100%   |                                                                                                                             |

The 90-day implementation review is a completion requirement: the panel receives a short review note with indicator data and the award is released once it has been received. It is reported but not marked (Decision D7). The overall mark is the credit-weighted mean of the taught course marks and the capstone mark; classification follows Chapter 5.3.

## How Advanced Certificates carry into the Diploma

Table 125 · Credit carried from each Advanced Certificate into the Executive Diploma

| Pathway | Courses that count towards the Diploma | RCP counted | No further Diploma credit |
|---------|----------------------------------------|-------------|---------------------------|
| AC-GPL  | PLG-101, EIA-104, BGD-103              | 21          | —                         |
| AC-CBG  | EIA-104, CGV-102                       | 14          | BGD-103                   |
| AC-PPA  | ITC-301, PPA-105                       | 14          | GAR-106                   |
| AC-HSL  | HLMG-201                               | 9           | QPS-204, HRH-205          |
| AC-HFU  | HFN-202                                | 7           | UHC-203                   |
| AC-SIT  | SMO-303, ITC-301, EXL-302              | 21          | —                         |



| Pathway | Courses that count towards the Diploma | RCP counted | No further Diploma credit |
|---------|----------------------------------------|-------------|---------------------------|
| AC-ARE  | —                                      | 0           | —                         |

A course's credit is entered once in each study plan. The integrative assignment of an Advanced Certificate is not re-used for the Diploma, and the capstone credit is never counted twice.

## Study-plan calculation template

Table 126 · Executive Diploma study plan (RPL up to 20 RCP)

| Component                | Code                     | RCP       | Route (taught, RPL or carried) | Date and verifier |
|--------------------------|--------------------------|-----------|--------------------------------|-------------------|
| Foundation 1             | RA-EXL-302               | 7         |                                |                   |
| Foundation 2             | RA-EIA-104               | 7         |                                |                   |
| Governance core          | RA-PLG-101               | 7         |                                |                   |
| Governance option        | RA-CGV-102 or RA-BGD-103 | 7         |                                |                   |
| Execution core           | RA-ITC-301               | 7         |                                |                   |
| Execution option         |                          | 6–9       |                                |                   |
| Strategy core            | RA-SMO-303               | 7         |                                |                   |
| Capstone and integration | to 60 RCP                | 9–12      |                                |                   |
| <b>Total</b>             |                          | <b>60</b> |                                |                   |



## PW-FEL · Executive Fellowship

|                               |                                                                                                                                                                                                  |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                          | PW-FEL                                                                                                                                                                                           |
| Award title                   | RIYAADA Executive Fellowship                                                                                                                                                                     |
| Level and credit              | RL5 · 90 RCP or more: the Executive Diploma (60 RCP) or an approved equivalent, plus at least 30 RCP (300 notional hours) of supervised transformation portfolio.                                |
| Typical duration              | 9 to 18 months.                                                                                                                                                                                  |
| Nature                        | An advanced practice, coaching and transformation fellowship for senior practitioners.                                                                                                           |
| Entry                         | The Executive Diploma, or an equivalent that the Academic Board has verified, and three years of senior practice after it, evidenced by employer verification.                                   |
| Final requirements            | A supervised transformation portfolio, a panel defence and verified implementation evidence.                                                                                                     |
| Status                        | <b>Proposed detail.</b> The Catalogue gives the level, duration, credit and requirements in one line. The structure, assessment and verification below are proposals for approval (Decision D8). |
| Pathway owner and review date | To be named; next review per Chapter 9 (Annex E).                                                                                                                                                |

### Portfolio structure (proposed)

Table 127 · Components of the supervised transformation portfolio

| Component                | Content                                                                                                      | Evidence                                                        |
|--------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Advanced practice record | Leadership of a transformation initiative in the fellow's institution, with the mandate and decisions taken. | Sponsor letter, decision records and the roadmap in use.        |
| Coaching record          | Supervision and coaching meetings with an Executive Coach and the reflection that followed.                  | Coaching log and reflective statement.                          |
| Transformation portfolio | Baseline, interventions, indicators and measured results over the fellowship period.                         | Indicator data with independent verification of implementation. |
| Contribution to practice | A case, brief or tool that other institutions can use.                                                       | The case or tool, reviewed by an external reviewer.             |

Table 128 · Assessment of the Fellowship (proposed)

| Instrument                         | Weight      | Evidence and standard                                                                                                                   |
|------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Transformation portfolio (written) | 75%         | Rubric C adapted to the portfolio (Annex H); at least 60/100. Verified implementation evidence is a mandatory gate.                     |
| Panel defence                      | 25%         | Rubric D (Annex H); at least 60/100. The panel includes an external reviewer with no prior supervisory link to the fellow (Chapter 31). |
| <b>Total</b>                       | <b>100%</b> |                                                                                                                                         |

Classification follows Chapter 5.3. Credit counts once: the Diploma credit is not repeated in the portfolio. The Diploma, the portfolio and the panel defence cannot be recognised through prior learning beyond the one-third cap.

#### Open item

The Fellowship is described in one line in the Catalogue and no handbook for it was supplied. The proposed structure above needs a full syllabus, a supervisor-selection rule and a verification protocol before the first fellow is admitted (Annex E).



## 29 The Integrated Extended Pathway

A study-plan-governed pathway that connects the six teaching Themes through an applied portfolio of six key outputs.

### PW-IEP · Integrated Extended Pathway

|                                     |                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Code</b>                         | PW-IEP                                                                                                                                                                                                                                                                                                                    |
| <b>Nature</b>                       | A learning pathway governed by an approved study plan. It is not an additional award type, and it carries no fixed credit.                                                                                                                                                                                                |
| <b>Source</b>                       | Programme Philosophy (RIYAADA-PHI-2026-013, version 1.1) Section 13, “Final Capstone Assessments and Professional Pathways”.                                                                                                                                                                                              |
| <b>Components</b>                   | Long Courses (the “extended professional core modules”, 12 weeks) and Short Courses (the “executive micro-credentials”, 2 to 3 weeks) chosen across the six Themes, with a capstone portfolio.                                                                                                                            |
| <b>Capstone portfolio</b>           | Six key outputs (below). The portfolio is mandatory for completion of the pathway and is used to assess proficiency, to inform certification decisions and to support professional progression.                                                                                                                           |
| <b>Scope of the six-output rule</b> | The six-output requirement applies to this pathway. It does not apply automatically to every Short Course.                                                                                                                                                                                                                |
| <b>Award</b>                        | Completion leads only to the award authorised for the approved pathway. In this edition each study plan names the award it is built to meet (for example an Advanced Certificate of 24–30 RCP) and shows the credit arithmetic. Twelve weeks of study do not establish a degree-level qualification, and none is claimed. |
| <b>Status</b>                       | <b>Proposed.</b> The Philosophy states the design but no credit, hours or award. The mapping of outputs to courses below is editorial; the course owner confirms it.                                                                                                                                                      |

### The six key outputs

Table 129 · The six key outputs of the capstone portfolio

| Output                                   | Examples in the source                                                                         | Courses that develop it (indicative)           |
|------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------|
| <b>Governance product</b>                | A governance framework or accountability manual to strengthen oversight and transparency.      | HSLD-601; HSLD-605; EXG-702; EXG-715           |
| <b>Health systems diagnostic</b>         | A health system strengthening analysis or an Essential Package of Health Services (EPHS) plan. | PHSD-611; HSSB-613; HPOL-614; HFUC-615         |
| <b>Facility-level improvement output</b> | A hospital redesign plan or a quality-improvement pack.                                        | HOPS-616; PSCG-617; HSLD-608; EXQ-706          |
| <b>Emergency or surveillance output</b>  | A 72-hour emergency response plan or an Emergency Operations Centre (EOC) workflow.            | HSLD-607; EMOC-618; ONEH-620; EXE-705; EXO-717 |
| <b>Data or analytics output</b>          | A DHIS2 dashboard or an epidemiology report.                                                   | EPBI-612; SDAT-619; EXD-703                    |
| <b>Strategic executive output</b>        | A communication portfolio or a scenario model.                                                 | HSLD-603; EXM-718; EXV-720; EXI-722            |



## The four streams

Table 130 · Streams of the integrated pathway

| Stream                                    | Designed for                                     | Themes     | Emphasis                                                                | Eligible courses  |
|-------------------------------------------|--------------------------------------------------|------------|-------------------------------------------------------------------------|-------------------|
| <b>Executive Leadership Stream</b>        | Directors, senior managers and policymakers.     | T1, T2, T6 | Strategic governance, decision-making and executive communication.      | 10 Long, 17 Short |
| <b>Health Systems and Policy Stream</b>   | Planners, strategists and analysts.              | T2, T5, T6 | Health system diagnostics, data analytics and strategic policy outputs. | 9 Long, 13 Short  |
| <b>Hospital Leadership Stream</b>         | Hospital directors and clinical managers.        | T3, T4     | Facility-level improvement and emergency preparedness.                  | 8 Long, 4 Short   |
| <b>Emergency and Public Health Stream</b> | EOC staff, rapid responders and epidemiologists. | T4, T5     | Emergency planning and data-driven surveillance.                        | 6 Long, 4 Short   |

Learners may move between streams. An agreed study plan governs the movement and prevents double counting. Admission, credit and awards follow the approved policies (Chapters 4, 5 and 8).

## Assessment, integrity and recognition

- **Assessment framework.** Diagnostic assessments; applied assignments; oral and visual presentations; laboratory-based practical work; simulation exercises; capstone projects; and active participation.
- **Academic integrity.** All participants uphold academic honesty, intellectual integrity and professional conduct (Chapter 6).
- **Values.** The programmes rest on dignity, equity and service, with a focus on the advancement and empowerment of the Somali people.
- **Recognition.** The Institute holds documentary evidence before it claims external recognition, accreditation, credit transfer or degree equivalence (Chapter 5).
- **Support.** RIYAADA Academic Affairs Unit: [info@riyaadaacademy.com](mailto:info@riyaadaacademy.com), Mogadishu, Somalia.



# Part VIII · Governance, Approval and Faculty

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How this edition is approved and released, and the faculty standards and register on which every course depends.

- Chapter 30 Governance, Approval and Release
- Chapter 31 Faculty: Model, Standards and Register



## 30 Governance, Approval and Release

This edition becomes the controlling curriculum only when the institutional approval route below has been completed.

### 30.1 Governance structure

The Board of the Institute provides oversight. The Academic Board safeguards academic standards, the Quality Assurance Committee monitors compliance and improvement, and the Registrar controls learner and award records. The Academy Programmes Division owns delivery, and the Academic and Quality Committee exercises programme approval under the governance instrument (RIYAADA-INST-2026-004, not supplied). Executive programme delivery operates within written delegations. Holding more than one office does not remove the requirement for independent decisions.

**Table 131 · Governance functions (Executive Programme Handbook, Section 12)**

| Function                                  | Responsibility and evidence                                                                                        |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Course owner                              | Maintains the syllabus, case currency, workload, reading list and outcome alignment.                               |
| Registrar                                 | Verifies entry, records offers and terms, and maintains learner and award records.                                 |
| Digital Learning Unit                     | Checks accessibility, learning navigation, low-bandwidth provision and identity arrangements.                      |
| Quality Assurance Unit                    | Checks assessment validity, moderation, learner equity and delivery readiness.                                     |
| Academic Board                            | Reviews the curriculum, recognition of prior learning, assessment decisions and proposed delivery classifications. |
| Academic and Quality Committee            | Approves new programmes and major revisions within the institutional governance framework.                         |
| Founder and Chair, or delegated authority | Records institutional authorisation, resources and the effective date.                                             |

### 30.2 How this edition is approved

This book proposes corrections to credit, levels, codes and award titles. None of them takes effect until the approval route has been completed. The route follows the seven approval stages of Chapter 9: the Curriculum and Programmes Unit prepares the edition; the course owners confirm the syllabi; the Quality Assurance Unit checks assessment validity; the Academic Board reviews the nineteen decisions of Annex D and the reconciliations of Annex C; the Academic and Quality Committee approves; the Founder and Chair authorises and sets the effective date; and the Registrar enters the approved codes in the Institutional Document Register.

**Table 132 · Academic adoption record (to be completed)**

| Decision element                                    | Record for authorised completion |
|-----------------------------------------------------|----------------------------------|
| Programme titles, codes and award levels            |                                  |
| Credit convention and workload approved             |                                  |
| Assessment gates and operating rules approved       |                                  |
| Delivery modes and first-cohort monitoring approved |                                  |
| Applicable delegation or meeting-minute reference   |                                  |
| Academic and Quality Committee decision date        |                                  |



| Decision element                               | Record for authorised completion |
|------------------------------------------------|----------------------------------|
| Institutional authorisation and effective date |                                  |
| Review date and document-register reference    |                                  |

Authorised name \_\_\_\_\_ Role \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

#### Transition rule

Until the adoption record is complete, the Catalogue values remain the contractual position for any cohort already advertised. Where this edition changes a credit value, the written offer to the learner states the approved value (Chapter 8).

### 30.3 Release checks before enrolment opens

Before enrolment opens for any course or programme in this book, the Registrar confirms in the release record:

- the approved syllabus version, the course owner and the review date;
- the faculty team, verified under Chapter 31;
- the fees and the written offer (Chapter 8);
- the calendar, the venue and the support contacts;
- the arrangements for moderation; and
- the approved learning platform and its accessibility provision (Chapter 6).

No fee, scholarship entitlement or partner endorsement is inferred from this academic book.

### 30.4 Related controlled instruments

The book refers to other controlled instruments. Those supplied are consolidated here; the others are listed in Annex A and in the Completion Register (Annex E) and are not reproduced.

**Table 133 · Related controlled instruments**

| Instrument            | Title                                                  | Use in this book                                                           |
|-----------------------|--------------------------------------------------------|----------------------------------------------------------------------------|
| RIYAADA-CAT-2026-001  | Programme Catalogue                                    | Source for the portfolio, the credit and award framework, and the Schools. |
| RIYAADA-CUR-2026-002  | Curricula and Learning Outcomes                        | Source for the five flagship syllabi and the syllabus standard.            |
| RIYAADA-QAP-2026-003  | Quality Assurance Policy                               | Not supplied. Chapter 9 relies on the Catalogue summary.                   |
| RIYAADA-INST-2026-004 | Governance and Organisational Structure                | Not supplied. Chapter 30 relies on the Handbook summary.                   |
| RIYAADA-AIP-2026-005  | Academic Integrity Policy                              | Not supplied.                                                              |
| RIYAADA-ADM-2026-006  | Admissions and Learner Eligibility Policy              | Not supplied. Chapter 8 relies on the Catalogue and Handbook summaries.    |
| RIYAADA-FAC-2026-007  | Faculty Trainers and Institutional Leadership Profiles | Source for Chapter 31.                                                     |
| RIYAADA-OBL-2026-008  | Online and Blended Learning Policy                     | Not supplied. Chapter 6 relies on the Handbook summary.                    |
| RIYAADA-CER-2026-009  | Certification Policy                                   | Not supplied. Chapter 5 states a proposed minimum certificate content.     |
| RIYAADA-OPM-2026-012  | Operations and conduct procedures                      | Not supplied. Referred to in the Faculty document for breaches of conduct. |



| Instrument             | Title                                                  | Use in this book                                                       |
|------------------------|--------------------------------------------------------|------------------------------------------------------------------------|
| RIYAADA-PHI-2026-013   | Programme Philosophy (proposed)                        | Source for the Long Courses, Short Courses and the integrated pathway. |
| RIYAADA-EXEC-2026-001  | Executive Programme Handbook                           | Source for Part VI and the assessment gates.                           |
| RA HLMG 2026 001 / 002 | Hospital training package and Forms and Templates Pack | Chapter 25. The companion pack was not supplied.                       |

### 30.5 The partnership framework in the Program Book

The Program Book (22 November 2025) describes a proposed partnership framework between NOVA INSTITUTE and RIYADA, with the objective “to co-develop, co-deliver and co-accredit practice-oriented training for health leaders, with joint QA and shared research and innovation pipelines”. It is reproduced here as source content so that nothing is lost.

**Table 134 · Proposed partnership framework (Program Book, Section 7)**

| Element                         | Content in the Program Book                                                                                                                                                                                                                                                                                     |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Governance and roles</b>     | A Joint Steering Committee meeting quarterly (strategy, quality standards, calendars); an Academic Council (syllabi, rubrics, assessment policies, external moderation); and a Program Office (day-to-day delivery, scheduling, learning platform, student services, safeguarding).                             |
| <b>Workstreams</b>              | Curriculum and QA; faculty exchange and development; research and innovation; placements and practicums; digital learning.                                                                                                                                                                                      |
| <b>Quality, IP and branding</b> | Co-branding on certificates; joint seals; verifiable digital badges. Jointly created materials under a shared licence; pre-existing IP remains with its creator. Data protection and safeguarding to the higher of the partners’ standards, with a shared data-protection impact assessment for joint products. |
| <b>Performance and finance</b>  | KPIs for enrolment, completion, adoption of outputs, satisfaction and tracer outcomes; cost and revenue sharing in course MoUs; a risk register and an annual review.                                                                                                                                           |
| <b>MoU headings</b>             | Purpose and scope; governance; QA; faculty; IP and data; finance.                                                                                                                                                                                                                                               |

#### Recognition claims

No co-accreditation, co-branding, joint award or external recognition is claimed anywhere in this book. The Catalogue and the Programme Philosophy require the Institute to hold documentary evidence before such a claim is made, and no partnership agreement was supplied. Certificates carry the RIYAADA identity only (Chapter 5).



## 31 Faculty: Model, Standards and Register

RIYAADA publishes no credential it has not seen. This chapter sets the faculty standards and shows which positions are filled.

### Before external circulation

Before this book or any extract is circulated to a regulator, partner, commissioning institution or the public, every bracketed field in Sections 31.4 and 31.6 must be completed and every named individual verified under Section 31.3. No title, qualification, affiliation or publication record may appear that the Institute could not evidence on request.

### 31.1 The faculty model

RIYAADA delivers through a blended faculty model in which academic rigour and executive experience are present in the same room, and usually in the same cohort team. A lead facilitator holds academic responsibility and works with at least one co-facilitator. Practical activities require no more than 15 learners per facilitator. Deployment matches the subject, level and learning methods rather than relying on a person's title or seniority.

Selection considers subject knowledge, executive facilitation, coaching and assessment capability. Faculty contextualise evidence to the cohort's institutions and guide learners towards usable outputs. Credentials and prior office support the assessment but do not replace observed teaching competence.

### 31.2 Categories and appointment standards

Table 135 · Faculty categories and appointment requirements

| Category                         | Role                                                                                   | Minimum standard                                                                                                                                                                  | Term                                 |
|----------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>Professor / Senior Fellow</b> | Academic leadership of a School; curriculum authority; external representation.        | Doctorate in a relevant field; substantial peer-reviewed publication record; at least ten years of senior academic or professional practice; evidence of executive teaching.      | 3 years, renewable                   |
| <b>Lead Facilitator</b>          | Primary academic accountability for a cohort; assessment design and marking.           | Master's degree or equivalent professional standing; at least seven years of relevant senior practice; verified executive facilitation experience; RIYAADA orientation completed. | 2 years, renewable                   |
| <b>Co-Facilitator</b>            | Practical supervision, small-group work, clinics and drills.                           | Relevant degree or professional qualification; at least three years of relevant practice; RIYAADA orientation completed; observed and signed off by a Lead Facilitator.           | 2 years, renewable                   |
| <b>Practitioner Faculty</b>      | Case sessions, simulations, panel work and executive dialogue drawn from lived office. | Documented senior institutional office; standing in the sector; declaration of current interests.                                                                                 | 2 years, renewable                   |
| <b>Executive Coach</b>           | Individual and peer coaching; behavioural transfer and accountability.                 | Recognised coaching qualification or equivalent supervised practice; adherence to a published coaching ethics code; supervision arrangement in place.                             | 2 years, renewable                   |
| <b>Assessor / Moderator</b>      | Marking, second-marking and internal moderation.                                       | Qualified in the subject at or above the level assessed; assessment training completed; no conflict of interest with the cohort.                                                  | 2 years, renewable                   |
| <b>External Reviewer</b>         | Independent review of standards, sampled assessment and comparability.                 | Senior disciplinary standing; no operational, employment or other material conflict with RIYAADA. A transparent fee for independent review is permitted and declared.             | 3 years, not renewable consecutively |
| <b>Visiting Faculty</b>          | Specific masterclasses or modules by invitation.                                       | Standing in the field; verified credentials; briefed on RIYAADA pedagogy and assessment expectations.                                                                             | Per engagement                       |

Appointment decisions assess the candidate's evidence, relevant practice, facilitation capability and ability to guide an institutional output. Seniority alone is insufficient.



### 31.3 Verification, orientation and deployment

No individual teaches, assesses or is named in RIYAADA materials before the following are completed and recorded in the faculty file.

1. Identity is confirmed against a government-issued photographic document.
2. The highest qualification is verified against the original certificate or an issuing-institution confirmation, and the awarding body is checked as a recognised institution.
3. Professional registration or licensure is confirmed with the registering body, where the role requires it.
4. Employment and office history is confirmed with at least two independent referees, one of whom has directly supervised the individual.
5. The publication record is checked against a persistent identifier (ORCID, Scopus or Web of Science) where publications are claimed.
6. A declaration of interests is completed, covering consultancies, directorships, political office, commercial holdings and family relationships relevant to any cohort.
7. The individual signs the RIYAADA code of conduct, the academic integrity policy and the confidentiality obligations.
8. Right to work and any applicable safeguarding or clearance requirement are confirmed.

#### Orientation before first delivery

- The RIYAADA pedagogical model: institution-first design, the 70-20-10 mix and Kolb's cycle in session practice.
- Adult learning and executive facilitation, including managing seniority, dissent and silence in a room of office-holders.
- The approved syllabus, session plans, rubrics and required session outputs for the course to be delivered.
- Assessment expectations: criterion-referenced marking, feedback standards, moderation and the appeals route.
- Safeguarding of proprietary material and correct attribution of external frameworks.
- Local contextualisation: adapting international standards honestly to fragile-setting realities rather than importing them unchanged.
- The duty of confidentiality towards institutional information disclosed by participants during applied work.
- Incident, complaint and escalation procedures.

#### Deployment controls

Table 136 • Deployment controls

| Control                     | Rule                                                                                                                                                                                |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level match</b>          | Faculty are deployed only at levels for which their verification and observation record qualifies them.                                                                             |
| <b>Conflict of interest</b> | Faculty do not assess a learner with whom they have a family, commercial, employment or supervisory relationship. Declarations are checked against the cohort list before delivery. |
| <b>Separation of duties</b> | No individual designs, delivers, marks, moderates and certifies the same course. Marking and moderation are always separated.                                                       |
| <b>Observation</b>          | Every active faculty member is observed in delivery at least once every twelve months against a published observation instrument.                                                   |
| <b>Currency</b>             | Faculty in regulated or fast-moving domains evidence continuing professional development annually.                                                                                  |
| <b>Withdrawal</b>           | The Quality Assurance lead may suspend a deployment immediately, pending investigation, without reference to commercial consequence.                                                |



## 31.4 Institutional leadership

The Board of the Institute provides oversight; the Academic Board safeguards academic standards; the Quality Assurance Committee monitors compliance and improvement; and the Registrar controls learner and award records.

### Founder and Chair

|                                         |                                                                                                                                                                                                                          |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                             | Dr. Abdulrazaq Yusuf Ahmed (Dr. Jalaaludiin)                                                                                                                                                                             |
| <b>Role at RIYAADA</b>                  | Founder and Chair, RIYAADA Institute for Leadership & Governance. The source profile assigns interim academic leadership of School S2; concurrent Academic Board responsibilities require an appointment record.         |
| <b>Institutional founding role</b>      | Founder and Chair of RIYAADA Institute for Leadership & Governance, RIYAADA Academy, RIYAADA Journals and RUGSAN Publisher.                                                                                              |
| <b>Principal national office</b>        | Director General, Social Health Insurance Authority, Somalia, as stated in the current professional profile.                                                                                                             |
| <b>Academic appointment</b>             | Coordinator and Senior Lecturer, Postgraduate Tropical Medicine Programme, Benadir University, Mogadishu, as stated in the current professional profile.                                                                 |
| <b>Discipline</b>                       | Health systems strengthening; health financing and social health insurance; universal health coverage; health workforce governance; institutional development in fragile states.                                         |
| <b>Teaching contribution</b>            | Health financing and social health insurance; universal health coverage and strategic purchasing; hospital leadership and governance; institutional development in fragile settings; scientific writing and publication. |
| <b>Persistent identifiers</b>           | ORCID 0000-0002-6985-1087; Scopus Author ID 57222062380; Web of Science ResearcherID ADD-3214-2022. Publication counts and citation metrics need a dated database record before they are published.                      |
| <b>Working languages</b>                | English, Arabic and Somali.                                                                                                                                                                                              |
| <b>Professional presence</b>            | drjalaaludiin.com                                                                                                                                                                                                        |
| <b>Qualifications and prior service</b> | Stated in the source profile and held in the restricted faculty file. They are not listed in this book until the verification record of Section 31.3 is complete.                                                        |

The Founder's clinical, hospital, public-health and financing experience informs the health-systems curriculum. His RIYAADA and public-sector responsibilities remain distinct in procurement, sponsorship, admissions and assessment. The Founder and any other office-holder declare interests in admissions, assessment, commissioning and partnerships. Where a decision relates to a public institution they regulate, purchase from or otherwise oversee, an independent delegate or panel decides. The minutes record the disclosure, the refusal, the decision-maker and the approval route. Delegation to a body chaired by the same conflicted person is insufficient.

### Institutional offices

**Table 137 · Institutional offices and accountabilities**

| Office                             | Accountability                                                                                                         | Post-holder                                                                                   |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Chair of the Academic Board</b> | Approval of curricula, credit values and awards; safeguarding academic standards; final review of appeals.             | Appointment record to be completed. Any appeal involving the Chair is assigned independently. |
| <b>Registrar</b>                   | Admissions, learner records, assessment records, the certificate register and verification responses.                  | [To be confirmed]                                                                             |
| <b>Quality Assurance Lead</b>      | Operation of the quality system; observation, moderation sampling, audit and integrity casework; the suspension power. | [To be confirmed]                                                                             |
| <b>Director, RIYAADA Academy</b>   | Programme operations, faculty deployment, cohort delivery and commissioning.                                           | [To be confirmed]                                                                             |



| Office                                                               | Accountability                                                                           | Post-holder                 |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------|
| Lead, School S1: Governance & Public Leadership                      | Curriculum authority and faculty standards for School S1.                                | [To be confirmed]           |
| Lead, School S2: Health Systems, Policy & Financing                  | Curriculum authority and faculty standards for School S2.                                | Founder and Chair (interim) |
| Lead, School S3: Strategy, Management & Institutional Transformation | Curriculum authority and faculty standards for School S3.                                | [To be confirmed]           |
| Lead, School S4: Research, Evaluation & Knowledge                    | Curriculum authority and faculty standards for School S4; liaison with RIYAADA Journals. | [To be confirmed]           |
| Editor-in-Chief, RIYAADA Journals                                    | Editorial governance, peer review, publication ethics and indexing.                      | [To be confirmed]           |
| Digital Learning Lead                                                | Platform operation, online delivery standards and learner digital support.               | [To be confirmed]           |

### 31.5 Faculty profile standard

Each faculty member has one controlled profile used across catalogues, proposals and websites. The profile records verified appointments, qualifications, teaching areas and selected outputs. Changes require an evidence check before publication.

Table 138 · Standard faculty profile

| Field                        | Requirement                                                                                                      |
|------------------------------|------------------------------------------------------------------------------------------------------------------|
| Full name and title          | As verified; honorifics used only where the qualification is verified.                                           |
| RIYAADA category and School  | From the categories of Section 31.2; School affiliation; date of appointment.                                    |
| Current substantive position | Employer, office and dates.                                                                                      |
| Qualifications               | Award, awarding institution and year, for each verified qualification. Unverified qualifications are not listed. |
| Professional registration    | Registering body and registration number, where applicable.                                                      |
| Areas of teaching            | Courses the individual is deployed on, by course code.                                                           |
| Professional experience      | Up to six roles, with scope of responsibility.                                                                   |
| Selected publications        | Up to eight outputs in full citation, with DOI where available.                                                  |
| Persistent identifiers       | ORCID, Scopus Author ID and Web of Science ResearcherID, where held.                                             |
| Languages                    | Working languages and delivery languages.                                                                        |
| Declared interests           | Directorships, consultancies, political office and commercial holdings relevant to deployment.                   |
| Photograph                   | Professional photograph, supplied with written consent to publish.                                               |
| Verification record          | Date verified, by whom, and the evidence seen; held internally, not published.                                   |

**Title discipline.** Academic titles are used only where the appointment is current and verifiable. Honorary and visiting titles are stated as such. Doctoral candidature is never presented as a doctorate. Where a qualification comes from an institution whose recognition status is contested, the profile states the awarding institution plainly and makes no equivalence claim.

### 31.6 Faculty register

The register separates named personnel from positions awaiting appointment. The Office of the Chair maintains it, the Academic Board reviews it annually and the Quality Assurance Unit checks deployment against recorded approval. A roster entry is not proof that verification is complete.



Table 139 · Faculty register: 12 planned entries, 1 named, 11 awaiting appointment

| #  | Name                                         | Category                         | School or domain                                       | Deployed on                                     | Status                                                               |
|----|----------------------------------------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------|
| 1  | Dr. Abdulrazaq Yusuf Ahmed (Dr. Jalaaludiin) | Founder and Chair; Senior Fellow | S2 Health Systems, Policy & Financing                  | RA-HLMG-201; RA-HFN-202; RA-UHC-203; RA-SWP-403 | Named in source; verification record to be completed or revalidated. |
| 2  | [Name]                                       | Professor / Senior Fellow        | S1 Governance & Public Leadership                      | [Codes]                                         | [Pending]                                                            |
| 3  | [Name]                                       | Lead Facilitator                 | S1 Governance & Public Leadership                      | [Codes]                                         | [Pending]                                                            |
| 4  | [Name]                                       | Lead Facilitator                 | S2 Health Systems, Policy & Financing                  | [Codes]                                         | [Pending]                                                            |
| 5  | [Name]                                       | Lead Facilitator                 | S3 Strategy, Management & Institutional Transformation | [Codes]                                         | [Pending]                                                            |
| 6  | [Name]                                       | Lead Facilitator                 | S4 Research, Evaluation & Knowledge                    | [Codes]                                         | [Pending]                                                            |
| 7  | [Name]                                       | Practitioner Faculty             | Public administration and reform                       | [Codes]                                         | [Pending]                                                            |
| 8  | [Name]                                       | Practitioner Faculty             | Corporate and board governance                         | [Codes]                                         | [Pending]                                                            |
| 9  | [Name]                                       | Executive Coach                  | Cross-School                                           | [Codes]                                         | [Pending]                                                            |
| 10 | [Name]                                       | Assessor / Moderator             | Cross-School                                           | [Codes]                                         | [Pending]                                                            |
| 11 | [Name]                                       | External Reviewer                | Governance                                             | Review only                                     | [Pending]                                                            |
| 12 | [Name]                                       | External Reviewer                | Health systems                                         | Review only                                     | [Pending]                                                            |

The source register contains 12 planned entries and names one person; eleven entries remain unfilled. Appointment and credential checks must be documented before any entry is published as current faculty. No faculty member is assigned to a course page of this book for the same reason: each course page leaves the course owner and faculty to be named (Annex E).

## 31.7 Faculty development and performance

Table 140 · Faculty development and performance mechanisms

| Mechanism                          | Frequency             | Purpose                                                                                                                                                    |
|------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Delivery observation</b>        | At least annually     | Structured observation against a published instrument, followed by developmental feedback and, where needed, a support plan.                               |
| <b>Learner evaluation feedback</b> | Every cohort          | Facilitation scores and free-text comment, returned to the individual with School-level comparison.                                                        |
| <b>Moderation feedback</b>         | Every assessed cohort | Analysis of marking accuracy, rubric application and feedback quality against the moderation sample.                                                       |
| <b>Faculty forum</b>               | Twice yearly          | Peer exchange on pedagogy, cases, difficult cohorts and curriculum development.                                                                            |
| <b>Annual review</b>               | Annually              | Review of deployment, observation record, evaluation data, development undertaken and interests declared; agreement of the coming year's development plan. |
| <b>Continuing development</b>      | Annually              | Evidence of subject currency and of facilitation or assessment development; a condition of continued deployment.                                           |
| <b>Reappointment</b>               | End of term           | Academic Board decision on the full record; non-reappointment requires written reasons.                                                                    |



### Where performance falls short

- A first concern is addressed developmentally: feedback, mentoring, co-delivery with a senior colleague and a re-observation within one cycle.
- Persistent weakness in facilitation, assessment accuracy or preparation results in restriction of deployment to levels or roles the individual can sustain.
- A breach of the code of conduct, of integrity obligations or of confidentiality is dealt with under RIYAADA-OPM-2026-012 and may result in immediate withdrawal of deployment.
- An individual whose deployment is withdrawn is removed from all published faculty listings, and any claim of RIYAADA affiliation ceases.



# Annexes · Registers, Crosswalks and Instruments

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Eight annexes record where every item came from, what was changed and what remains open, and supply the wording, rubrics and forms that the course pages refer to.

- Annex A Source Register
- Annex B Code Concordance
- Annex C Reconciliation Register
- Annex D Decisions for the Academic Board
- Annex E Completion Register
- Annex F First-Edition Framework Wording
- Annex G Competency Crosswalk
- Annex H Assessment Instruments, Learner Forms, References and Glossary



## Annex A · Source Register

Ten files were supplied. Every course, programme, subject and session in this book traces to at least one of them.

### A.1 Source documents

Table 141 · The ten source files

| Ref | File as supplied                                                        | Document code                                         | Title                                                                                                          | Version and date                             | Used for                                                                                                                                           |
|-----|-------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| S1  | RIYAADA_01_Programme_Catalogue_2026.docx                                | RIYAADA-CAT-2026-001                                  | Programme Catalogue 2026: course portfolio and award pathways                                                  | Version 1.1 · 22 September 2026              | Portfolio, credit and award framework, Schools, the 22 Executive Course cards, award pathways.                                                     |
| S2  | RIYAADA_06_Curricula_and_Learning_Outcomes_2026.docx                    | RIYAADA-CUR-2026-002                                  | Curricula, Syllabi and Learning Outcomes                                                                       | Version 1.1                                  | Syllabi of the five flagship courses (PLG, HLMG, HFN, SMO, SWP); syllabus standard; outcome matrix; approval stages.                               |
| S3  | RIYAADA_Course_Curricula_Syllabiand_Learning_Outcomes_2026_copy_2.docx  | RIYAADA-CUR-2026-002 (same code as S2)                | Course Curricula, Syllabi and Learning Outcomes                                                                | Version 1.0 First Edition · July 2026        | Earlier edition. Superseded by S2 where they differ; additional readings, first-edition methodology and framework wording retained.                |
| S4  | RIYAADA_07_Faculty_and_Leadership_Profiles_2026.docx                    | RIYAADA-FAC-2026-007                                  | Faculty Trainers and Institutional Leadership Profiles                                                         | Version 1.1 · 22 September 2026              | Faculty model, standards, verification and register (Chapter 31).                                                                                  |
| S5  | RIYAADA_10_Programme_Philosophy_2026.docx                               | RIYAADA-PHI-2026-013 (proposed)                       | Programme Philosophy and Extended Learning Framework                                                           | Version 1.1; source edition 22 November 2025 | Philosophy, six Themes, Long and Short Course modules, integrated extended pathway.                                                                |
| S6  | Executive_Programme_Handbook_2026.pdf                                   | RIYAADA-EXEC-2026-001                                 | Executive Programme Handbook (APA, PFM, DPI, WSL)                                                              | Version 1.0 · September 2026                 | Part VI; assessment gates, rubrics, learner forms, governance and reading list.                                                                    |
| S7  | RIYAADA-Hospital-Leadership-Management-Governance-training-package-.pdf | RA HLMG 2026 001                                      | Hospital Leadership, Management & Governance: A Comprehensive Training Package                                 | Version 1.0 First Edition · July 2026        | Chapter 25 and RA-HLMG-201.                                                                                                                        |
| S8  | RIYAADA_Executive_Leadership_Governance_Strategic_Management_copy_3.pdf | RIYAADA ELGSM 2026 001 (footer: RIYAADA TPL 2026 001) | Executive Leadership & Governance and Strategic Management: Flagship Executive Training Package and Prospectus | First Edition 2026                           | Detailed curricula of the nine flagship Executive Courses; frameworks, tiers and competencies; implementation recommendations.                     |
| S9  | RIYAADA_Executive_Leadership_Governance_Strategic_Management_copy_4.pdf | Identical to S8                                       | Byte-for-byte duplicate of S8                                                                                  | First Edition 2026                           | Used once; no separate content.                                                                                                                    |
| S10 | Program_Book_Riyaada_3.pdf                                              | No document code                                      | Program Handbook (Executive and Degree Tracks)                                                                 | 22 November 2025                             | Short Courses (micro-credentials), additional Long Courses, credit table, rubrics RUB-801 to RUB-804, partnership framework, seminar and workshop. |

An eleventh attachment sent during the work was a general help article on usage limits; it is not a RIYAADA source and was not used.



## A.2 How the sources cover the portfolio

Table 142 · Source coverage by family

| Family                                        | Items           | Primary source                                                         | Further sources                                                                   | Notes                                                    |
|-----------------------------------------------|-----------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------|
| Executive Courses                             | 22              | S1 Catalogue (all 22 cards)                                            | S8 Prospectus (9 courses); S2/S3 Curricula (5 flagships); S7 Hospital package (1) | 10 courses exist only as Catalogue cards.                |
| Short Courses                                 | 23              | S10 Program Book (16 micro-credentials) and S5 Philosophy (15 modules) | S10 Section 10 (seminar and workshop, 1)                                          | Six Philosophy modules received new codes.               |
| Long Courses                                  | 21              | S10 Program Book (20 courses) and S5 Philosophy (15 courses)           | —                                                                                 | Credit derived (Decision D10).                           |
| Executive Programmes                          | 4 (18 subjects) | S6 Executive Programme Handbook                                        | —                                                                                 | Credit converted from RECH (Decision D2).                |
| Advanced Certificates, Diploma and Fellowship | 7 + 1 + 1       | S1 Catalogue (Sections 5 and 5.1)                                      | S10 for tracks; S5 for the integrated pathway                                     | Integrative assignment and capstone arithmetic proposed. |
| Faculty and governance                        | —               | S4 Faculty document; S6 Section 12                                     | S1; S10 Section 7                                                                 | Eleven of twelve register entries are unfilled.          |

## A.3 Controlled instruments referred to but not supplied

The sources refer to the instruments listed in Chapter 30.4. Those marked “not supplied” could not be read, so every statement in this book that relies on them rests on the summary in the supplied sources and is flagged where it matters.

## Annex B · Code Concordance

Every legacy code and legacy reference maps to one unified code. The unified code is the only code to be used from the effective date.

### B.1 Executive Courses (22)

**Table 143 · Executive Course codes (the Catalogue codes are retained)**

| Unified code | Title                                                 | Legacy references                                                         |
|--------------|-------------------------------------------------------|---------------------------------------------------------------------------|
| RA-PLG-101   | Public Leadership & Governance                        | Catalogue RA-PLG-101; Prospectus Course 1; Curricula v1.1 §3.1            |
| RA-CGV-102   | Corporate Governance                                  | Catalogue RA-CGV-102; Prospectus Course 2                                 |
| RA-BGD-103   | Board Governance & Director Development               | Catalogue RA-BGD-103; Prospectus Course 3                                 |
| RA-EIA-104   | Ethics, Integrity & Accountability                    | Catalogue RA-EIA-104; Prospectus Course 5                                 |
| RA-PPA-105   | Public Policy Analysis & Development                  | Catalogue RA-PPA-105; Prospectus Course 6                                 |
| RA-GAR-106   | Government Administration & Public Sector Reform      | Catalogue RA-GAR-106; Prospectus Course 7                                 |
| RA-HLMG-201  | Hospital Leadership, Management & Governance          | Catalogue RA-HLMG-201; Curricula v1.1 §3.2; Hospital package RA HLMG 2026 |
| RA-HFN-202   | Health Financing & Social Health Insurance            | Catalogue RA-HFN-202; Curricula v1.1 §3.3                                 |
| RA-UHC-203   | Universal Health Coverage & Strategic Purchasing      | Catalogue RA-UHC-203                                                      |
| RA-QPS-204   | Quality Improvement & Patient Safety                  | Catalogue RA-QPS-204                                                      |
| RA-HRH-205   | Health Workforce Planning & Management                | Catalogue RA-HRH-205                                                      |
| RA-DHG-206   | Digital Health & Health Information Governance        | Catalogue RA-DHG-206                                                      |
| RA-ITC-301   | Institutional Transformation & Change Management      | Catalogue RA-ITC-301; Prospectus Course 4                                 |
| RA-EXL-302   | Executive Leadership                                  | Catalogue RA-EXL-302; Prospectus Course 8                                 |
| RA-SMO-303   | Strategic Management & Organisational Transformation  | Catalogue RA-SMO-303; Prospectus Course 9; Curricula v1.1 §3.4            |
| RA-PFM-304   | Public Financial Management & Institutional Budgeting | Catalogue RA-PFM-304                                                      |
| RA-PMG-305   | Project & Programme Management for Institutions       | Catalogue RA-PMG-305                                                      |
| RA-RES-401   | Applied Research Design & Methods                     | Catalogue RA-RES-401                                                      |
| RA-MEL-402   | Monitoring, Evaluation, Accountability & Learning     | Catalogue RA-MEL-402                                                      |
| RA-SWP-403   | Scientific Writing & Academic Publishing              | Catalogue RA-SWP-403; Curricula v1.1 §3.5                                 |
| RA-DAT-404   | Data Literacy & Evidence for Decision-Makers          | Catalogue RA-DAT-404                                                      |
| RA-GWR-405   | Grant Writing & Resource Mobilisation                 | Catalogue RA-GWR-405                                                      |

### B.2 Short Courses (23)

**Table 144 · Short Course codes. PB = Program Book; PHI = Programme Philosophy (section and code).**

| Unified code | Title                                        | Legacy references            | Alternative titles in the sources                                                         |
|--------------|----------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------|
| RA-EXL-701   | Health Leadership in Fragile Settings        | PB EXL-701; PHI 7.3 EXL-701  | Leadership in Fragile Settings (Programme Philosophy)                                     |
| RA-EXG-702   | Governance & Accountability                  | PB EXG-702; PHI 7.4 EXG-702  | —                                                                                         |
| RA-EXD-703   | Data for Decision-Making (DHIS2 & Analytics) | PB EXD-703; PHI 11.3 EXD-703 | Digital Health and Health Management Information Systems Intensive (Programme Philosophy) |
| RA-EXP-704   | Project & Grants Management                  | PB EXP-704                   | —                                                                                         |
| RA-EXE-705   | Emergency & Trauma Leadership                | PB EXE-705; PHI 9.6 EXE-705  | Emergency and Hospital Preparedness (Programme Philosophy)                                |
| RA-EXQ-706   | Quality Improvement & Patient Safety         | PB EXQ-706; PHI 9.5 EXQ-706  | Quality Improvement in Healthcare (Programme Philosophy)                                  |



| Unified code | Title                                                    | Legacy references                                      | Alternative titles in the sources                                  |
|--------------|----------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------|
| RA-EXC-707   | Critical Thinking & Problem-Solving                      | PB EXC-707                                             | —                                                                  |
| RA-EXF-708   | Crisis Management & Strategic Foresight                  | PB EXF-708                                             | —                                                                  |
| RA-EXS-709   | Strategic Management & Planning                          | PB EXS-709                                             | —                                                                  |
| RA-EXP-710   | Policy Design & Planning                                 | PB EXP-710                                             | —                                                                  |
| RA-EXH-711   | Social & Population Development                          | PB EXH-711                                             | —                                                                  |
| RA-EXD-712   | Demographic Studies for Health Policy                    | PB EXD-712                                             | —                                                                  |
| RA-EXL-713   | Educational Leadership in Health Sciences                | PB EXL-713; PHI 7.6 EXL-713                            | Educational Leadership and Academic Quality (Programme Philosophy) |
| RA-EXR-714   | Executive R&D for Health Systems                         | PB EXR-714; PHI 11.4 EXR-714                           | Health Research and Evidence Intensive (Programme Philosophy)      |
| RA-EXG-715   | Governance Development                                   | PB EXG-715; PHI 7.5 EXG-715                            | Governance Development Intensive (Programme Philosophy)            |
| RA-EXU-716   | Sustainability Management                                | PB EXU-716; PHI 8.6 EXU-716                            | Sustainability and System Transitions (Programme Philosophy)       |
| RA-EXO-717   | Outbreak Management & Rapid Response                     | PHI 10.4 EXP-704                                       | —                                                                  |
| RA-EXM-718   | Executive Communication, Influence & Strategic Messaging | PHI 12.1 EXC-707                                       | —                                                                  |
| RA-EXN-719   | Health Financing Intensive                               | PHI 8.5 EXF-708                                        | —                                                                  |
| RA-EXV-720   | Strategic Foresight & Scenario Planning                  | PHI 12.2 EXP-710                                       | —                                                                  |
| RA-EXA-721   | Applied Demography for Policy Leaders                    | PHI 12.3 EXH-711                                       | —                                                                  |
| RA-EXI-722   | Decision-Making Under Uncertainty                        | PHI 12.4 EXD-712                                       | —                                                                  |
| RA-HSMW-723  | Health Systems Management Seminar and Workshop           | PB §10 Seminar and Workshop: Health Systems Management | —                                                                  |

## B.3 Long Courses (21)

Table 145 • Long Course codes

| Unified code | Title                                              | Legacy references              | Alternative titles in the sources                                              |
|--------------|----------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------|
| RA-HSLD-601  | Healthcare Administration & Governance             | PB HSLD-601; PHI 7.1 HSLD-601  | Leadership and Governance in Health Systems (Programme Philosophy)             |
| RA-HSLD-602  | Leadership in Fragile & Conflict-Affected Settings | PB HSLD-602; PHI 7.2 HSLD-602  | Adaptive Leadership in Fragile and Complex Environments (Programme Philosophy) |
| RA-HSLD-603  | Strategic Planning & Execution                     | PB HSLD-603                    | —                                                                              |
| RA-HSLD-604  | Health Financial Management & Budgeting            | PB HSLD-604                    | —                                                                              |
| RA-HSLD-605  | Healthcare Law, Policy & Ethics                    | PB HSLD-605                    | —                                                                              |
| RA-HSLD-606  | Office & Operations Administration                 | PB HSLD-606                    | —                                                                              |
| RA-HSLD-607  | Emergency Preparedness & Response (HICS/IMS)       | PB HSLD-607; PHI 10.1 HSLD-607 | Emergency Leadership and Crisis Management (Programme Philosophy)              |
| RA-HSLD-608  | Risk Management, Quality & Patient Safety          | PB HSLD-608; PHI 9.3 HSLD-608  | Risk Management and Health Security (Programme Philosophy)                     |
| RA-HSLD-609  | Strategic Operations Management                    | PHI 9.4 HSLD-606               | —                                                                              |
| RA-PHSD-611  | Foundations of Public Health & Social Determinants | PB PHSD-611; PHI 8.1 PHSD-611  | Public Health Systems and Determinants (Programme Philosophy)                  |
| RA-EPBI-612  | Epidemiology & Biostatistics for Decision-Making   | PB EPBI-612; PHI 11.1 EPBI-612 | Epidemiology, Biostatistics and Data Analytics (Programme Philosophy)          |
| RA-HSSB-613  | Health Systems Strengthening — Six Building Blocks | PB HSSB-613; PHI 8.3 HSSB-613  | Health Systems Strengthening and EPHS (Programme Philosophy)                   |
| RA-HPOL-614  | Health Policy, Planning & Governance               | PB HPOL-614; PHI 8.2 HPOL-614  | Health Policy, Governance and Strategy (Programme Philosophy)                  |
| RA-HFUC-615  | Health Financing & UHC in Fragile States           | PB HFUC-615; PHI 8.4 HFUC-615  | Health Financing and Universal Health Coverage (Programme Philosophy)          |
| RA-HOPS-616  | Hospital Operations & Quality Improvement          | PB HOPS-616; PHI 9.1 HOPS-616  | Hospital Operations and Health Services Management (Programme Philosophy)      |
| RA-PSCG-617  | Patient Safety & Clinical Governance               | PB PSCG-617; PHI 9.2 PSCG-617  | —                                                                              |



| Unified code | Title                                              | Legacy references              | Alternative titles in the sources                                      |
|--------------|----------------------------------------------------|--------------------------------|------------------------------------------------------------------------|
| RA-EMOC-618  | Emergency Preparedness, EOC & Outbreak Management  | PB EMOC-618; PHI 10.2 EMOC-618 | Emergency Operations and Coordination (Programme Philosophy)           |
| RA-SDAT-619  | Surveillance, Field Epidemiology & DHIS2 Analytics | PB SDAT-619; PHI 11.2 SDAT-619 | Surveillance, Digital Systems and Early Warning (Programme Philosophy) |
| RA-ONEH-620  | One Health: Risk, Readiness & Response             | PB ONEH-620; PHI 10.3 ONEH-620 | One Health and Multisectoral Coordination (Programme Philosophy)       |
| RA-PHSC-621  | Pharmaceutical Regulation & Supply Chain           | PB PHSC-621                    | —                                                                      |
| RA-RSCH-622  | Research Methods, Academic Writing & Ethics        | PB RSCH-622                    | —                                                                      |

## B.4 Executive Programmes and subjects

Table 146 · Executive Programme codes. Subject codes keep their Handbook form.

| Unified code | Programme                                     | Legacy code  | Legacy award                                                                    | Unified award                  | Subject codes              |
|--------------|-----------------------------------------------|--------------|---------------------------------------------------------------------------------|--------------------------------|----------------------------|
| RA-APA-501   | Advanced Public Administration                | RA-APA-2026  | Advanced Certificate in Advanced Public Administration (RL3)                    | Professional Certificate (RL2) | APA01 to APA06 (unchanged) |
| RA-PFMX-502  | Public Financial Management                   | RA-PFMX-2026 | Professional Certificate in Public Financial Management (RL2)                   | Professional Certificate (RL2) | PFM01 to PFM04 (unchanged) |
| RA-DPI-503   | Diplomatic Protocol and International Affairs | RA-DPI-2026  | Professional Certificate in Diplomatic Protocol and International Affairs (RL2) | Professional Certificate (RL2) | DPI01 to DPI03 (unchanged) |
| RA-WSL-504   | Women in Senior Leadership                    | RA-WSL-2026  | Advanced Certificate in Women in Senior Leadership (RL3)                        | Professional Certificate (RL2) | WSL01 to WSL05 (unchanged) |

## B.5 Code clashes resolved

Table 147 · Seven legacy codes that identified two different modules (Decision D12)

| Legacy code | Program Book module                     | Programme Philosophy module                              | Unified codes               |
|-------------|-----------------------------------------|----------------------------------------------------------|-----------------------------|
| EXP-704     | Project & Grants Management             | Outbreak Management & Rapid Response                     | RA-EXP-704 and RA-EXO-717   |
| EXC-707     | Critical Thinking & Problem-Solving     | Executive Communication, Influence & Strategic Messaging | RA-EXC-707 and RA-EXM-718   |
| EXF-708     | Crisis Management & Strategic Foresight | Health Financing Intensive                               | RA-EXF-708 and RA-EXN-719   |
| EXP-710     | Policy Design & Planning                | Strategic Foresight & Scenario Planning                  | RA-EXP-710 and RA-EXV-720   |
| EXH-711     | Social & Population Development         | Applied Demography for Policy Leaders                    | RA-EXH-711 and RA-EXA-721   |
| EXD-712     | Demographic Studies for Health Policy   | Decision-Making Under Uncertainty                        | RA-EXD-712 and RA-EXI-722   |
| HSLD-606    | Office & Operations Administration      | Strategic Operations Management                          | RA-HSLD-606 and RA-HSLD-609 |

## B.6 Pathway and package codes

Table 148 · Codes created by this edition

| Code                                                   | Meaning                               | Source of the pathway                                          |
|--------------------------------------------------------|---------------------------------------|----------------------------------------------------------------|
| AC-GPL, AC-CBG, AC-PPA, AC-HSL, AC-HFU, AC-SIT, AC-ARE | The seven Advanced Certificates (RL3) | Catalogue Section 5 (titles); codes new                        |
| TR-EOC, TR-HQL, TR-DDM                                 | Micro-credential tracks (RL3)         | Program Book Section 4 (titles); codes new                     |
| PW-DIP                                                 | Executive Diploma (RL4)               | Catalogue Section 5.1; code new                                |
| PW-FEL                                                 | Executive Fellowship (RL5)            | Catalogue award table; code new                                |
| PW-IEP                                                 | Integrated extended pathway           | Programme Philosophy Section 13; code new                      |
| RIYAADA-UCS-2026-001                                   | This book                             | Proposed; to be entered in the Institutional Document Register |



## Annex C • Reconciliation Register

Where the sources disagree, this register shows what each said, what this edition does, and the decision that governs it.

### C.1 Register of differences

Table 149 • Reconciliation register: 28 items

| No. | Topic                                                                  | What the sources say                                                                                                                                                                                                                                                                                                                           | Resolution in this edition                                                                                                                                                                                | Decision     |
|-----|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| C1  | Executive Course duration and credit                                   | The Catalogue lists Corporate Governance at 6 days and 6 RCP, Board Governance, Ethics and Executive Leadership at 5 days and 5 RCP, and Policy Analysis, Government Administration and Institutional Transformation at 7 days and 7 RCP. The Prospectus documents all nine flagship courses as five-day intensives of about 35 contact hours. | The nine flagship courses are standardised at 5 days, 35 contact hours and 7 RCP. The 22 Executive Courses total 140 RCP and 120 days (Catalogue: 133 RCP and 127 days).                                  | D3           |
| C2  | Advanced Certificate residual credit                                   | The Catalogue lists Advanced Certificate totals that exceed the constituent course credit by 11, 12, 7, 5, 7, 9 and 10 RCP and calls these arithmetic residuals that the Academic Board must confirm.                                                                                                                                          | Each pathway carries a stated integrative assignment of 7 RCP (8 RCP in Applied Research & Evaluation). Totals are 28, 28, 28, 28, 25, 28 and 24 RCP; all lie inside the 24–30 RCP band.                  | D6           |
| C3  | Executive Diploma arithmetic                                           | The Catalogue states 42–46 RCP of taught courses and 14–18 RCP for the capstone and specified learning, totalling 60 RCP.                                                                                                                                                                                                                      | With the courses at 7 RCP, taught credit is 48, 49 or 51 RCP and the capstone and integration allocation is 12, 11 or 9 RCP. The total remains 60 RCP.                                                    | D7           |
| C4  | Level of Advanced Public Administration and Women in Senior Leadership | The Handbook awards RL3 Advanced Certificates for APA (18 RCP) and WSL (15 RCP). The Catalogue defines RL3 as a three-course cluster of 24–30 RCP plus an integrative assignment.                                                                                                                                                              | Both are RIYAADA Professional Certificates (RL2). The RL2 band is widened from 4–10 to 4–18 RCP.                                                                                                          | D1           |
| C5  | Credit of Public Financial Management (Executive Programme)            | The Handbook gives 4 RECH (120 hours). At 3 RCP per RECH this is 12 RCP, above the Catalogue RL2 band of 4–10 RCP.                                                                                                                                                                                                                             | The RL2 band is widened to 4–18 RCP.                                                                                                                                                                      | D1, D2       |
| C6  | Credit units                                                           | The Catalogue uses RCP (10 notional hours). The Handbook uses RECH (30 notional hours). The Program Book uses credits without defining them. The Prospectus uses days and contact hours.                                                                                                                                                       | One currency, RCP. 1 RECH = 3 RCP; 1 legacy Program Book credit = 36 notional hours; five days and 35 contact hours = 70 notional hours = 7 RCP.                                                          | D2, D10, D11 |
| C7  | Program Book credit basis undefined                                    | The Program Book lists 3 credits (or 2) and a maximum of 12 weeks, but does not say what a credit represents.                                                                                                                                                                                                                                  | One legacy credit is 36 notional hours (12 contact and 24 independent). Three credits are 108 hours (10 RCP); two credits are 72 hours (7 RCP). Seventeen Long Courses carry 10 RCP and four carry 7 RCP. | D10          |
| C8  | Micro-credential hours                                                 | The Program Book states 30 or 20 hours for each micro-credential without saying whether they are contact or notional hours.                                                                                                                                                                                                                    | The stated hours are contact hours; notional hours are twice as many. 30 hours = 6 RCP; 20 hours = 4 RCP.                                                                                                 | D11          |
| C9  | Hospital package hours and credit                                      | The package gives about 41 hours of core instruction and 48 hours of overall contact time. The Catalogue gives six days and 9 RCP.                                                                                                                                                                                                             | The course keeps six days, 41 core and 48 contact hours, 90 notional hours and 9 RCP.                                                                                                                     | D5           |
| C10 | Code clashes                                                           | The Programme Philosophy uses EXP-704, EXC-707, EXF-708, EXP-710, EXH-711, EXD-712 and HSLD-606 for modules that the Program Book already coded differently.                                                                                                                                                                                   | The Program Book modules keep their codes. The six Philosophy short modules receive RA-EXO-717 to RA-EXI-722; the Philosophy's HSLD-606 becomes RA-HSLD-609.                                              | D12          |
| C11 | Degree language                                                        | The Program Book is titled "Executive and Degree Tracks" and refers to "degree courses". The Philosophy and the Catalogue state that twelve weeks of study do not establish a degree-level qualification and that no equivalence is claimed.                                                                                                   | "Degree-level" and "degree courses" are withdrawn. The 12-week offers are Long Courses at RL2.                                                                                                            | D9, D10      |
| C12 | Award and certificate names                                            | The sources use "RIYAADA Certificate in X", "Certificate of Completion" (with or without Distinction), "Advanced Certificate" for single programmes, "micro-credential" certificates and "Professional Track Certificate".                                                                                                                     | Five award types with fixed title formats (RL1 to RL5). The retired terms are listed in Chapter 5.5.                                                                                                      | D9           |
| C13 | Hospital package classification                                        | The package awards "Distinction" for a post-test of 80% or more plus a 90-day capstone report.                                                                                                                                                                                                                                                 | Classification follows the overall mark (Pass 60–69.99, Merit 70–79.99, Distinction 80 or more). The post-test and the 90-day report remain assessed.                                                     | D9, D19      |



| No. | Topic                                      | What the sources say                                                                                                                                                                                                                              | Resolution in this edition                                                                                                                                                                                                                                                                                                | Decision |
|-----|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| C14 | Two courses with similar titles            | The Catalogue Executive Course RA-PFM-304 “Public Financial Management & Institutional Budgeting” (6 days, 6 RCP) and the Handbook programme “Public Financial Management” (8 weeks, 12 RCP) share a title stem.                                  | Both are kept, with the codes RA-PFM-304 and RA-PFMX-502. They are different offers; the course owners confirm the differentiation. The Overlap Map records the pair.                                                                                                                                                     | D12, D16 |
| C15 | Number of outcomes in two flagship courses | The Prospectus states four outcomes for Public Leadership & Governance and for Strategic Management; the compendium v1.1 states five. The two documents also differ in the wording of the day plan, the methodology and the assessment narrative. | The approved compendium (v1.1) is reproduced for the five flagship courses. The Prospectus outcomes, day plan and assessment narrative of the two courses documented twice are retained on their course pages as a first-edition variant. The Prospectus text is reproduced for the other seven courses of that document. | —        |
| C16 | Framework wording                          | The Catalogue defines LEADER, MANAGER, DIRECTOR and LEADERSHIP with one set of elements; the Prospectus and the Handbook give a different expansion for each name.                                                                                | The Catalogue wording is controlled. The alternative wording is kept in Annex F.                                                                                                                                                                                                                                          | D13      |
| C17 | Competency sets                            | The Catalogue lists seven controlled competencies; the Prospectus and the Handbook list seven differently named competencies; the Philosophy lists cross-cutting streams; the Hospital package lists six domains.                                 | The Catalogue list is controlled. The sets are cross-walked in Annex G.                                                                                                                                                                                                                                                   | D13      |
| C18 | Attendance                                 | The Catalogue, the Prospectus and the compendium require 80%. The Handbook requires 85% of scheduled live learning hours for its four programmes.                                                                                                 | 80% of scheduled contact time is the default. The Executive Programmes keep 85% of live hours.                                                                                                                                                                                                                            | D14      |
| C19 | Learning-gain target                       | The Program Book states a learning gain of at least +20%; the Catalogue and the Hospital package state at least 20 percentage points.                                                                                                             | The target is read as 20 percentage points between pre-test and post-test and is a cohort quality indicator, not an individual pass rule.                                                                                                                                                                                 | —        |
| C20 | Seminar and workshop hours                 | The Program Book describes a health systems management seminar and workshop of up to four weeks without stating hours or credit, and lists attendance at 20% in its assessment.                                                                   | Proposed: 40 contact hours (about 10 per week), 8 RCP. The 20% “attendance” is read as participation.                                                                                                                                                                                                                     | D15      |
| C21 | Facilitator ratios                         | The Program Book gives seminars 1:25, laboratories 1:15 and simulations 1:12. The Catalogue and the Hospital package give no weaker than 1:15 in practical work.                                                                                  | Both are kept; the stricter ratio for the activity applies.                                                                                                                                                                                                                                                               | —        |
| C22 | Dual assessment schemes                    | For HSLD-601, 602, 607 and 608 the Program Book and the Programme Philosophy give different weighted schemes.                                                                                                                                     | Both are shown. The Program Book scheme is the default until the Academic Board chooses one before the first cohort.                                                                                                                                                                                                      | D18      |
| C23 | Assessment gates                           | The Handbook sets pass thresholds “for academic adoption” for its suite only (60 overall; 50 each applied assignment and reflection; 60 simulation, capstone and defence).                                                                        | Proposed as the institutional default for all RL2 awards, unless a course states a different gate with Academic Board approval.                                                                                                                                                                                           | D19      |
| C24 | Partnership claims                         | The Program Book describes a NOVA INSTITUTE × RIYADA partnership with co-accreditation, co-branded certificates and joint seals.                                                                                                                  | No co-accreditation, co-branding or joint award is claimed. The framework is reproduced as source content (Chapter 30.5).                                                                                                                                                                                                 | —        |
| C25 | Contact details                            | The Program Book gives +252 61 557 2605. The Prospectus and the Hospital package give +252 617 596 220 and +252 610 423 719; the Hospital package also gives a personal mailbox.                                                                  | The Prospectus numbers and the Academy mailbox are used in the book. The Office of the Chair confirms the Program Book number.                                                                                                                                                                                            | —        |
| C26 | Document codes and versions                | The Prospectus cover shows RIYAADA ELGSM 2026 001 and the footer RIYAADA TPL 2026 001. The compendium exists in two editions with one code. The Philosophy code is “proposed”. The Program Book has no code.                                      | This book records each source with its stated code and version (Annex A). The Registrar assigns the register entries.                                                                                                                                                                                                     | —        |
| C27 | Duplicate files                            | The two copies of the Prospectus (copy 3 and copy 4) are byte-identical.                                                                                                                                                                          | One copy was used.                                                                                                                                                                                                                                                                                                        | —        |
| C28 | Catalogue approval record                  | The approval table of the Catalogue names the signatories with inconsistent spelling, including the Founder’s name.                                                                                                                               | The names are not reproduced. The approval record of this book (front matter and Chapter 30) is left blank for completion.                                                                                                                                                                                                | —        |

## C.2 Prospectus variants of two Executive Courses

Public Leadership & Governance and Strategic Management & Organisational Transformation are documented twice: in the Executive Leadership, Governance and Strategic Management Prospectus (First Edition 2026) and in the Curricula compendium v1.1. The compendium is approved, and its text is reproduced on the course pages



(Chapters 14 and 16). The Prospectus differs in the number of outcomes and in the wording of the day plan, the methodology and the assessment narrative. The assessment weights are identical. The Prospectus text is retained here so that the Academic Board can reconcile the two versions and no source content is lost.

### RA-PLG-101 · Public Leadership & Governance (Prospectus text)

**Learning outcomes.** The Prospectus states 4 outcomes:

- Apply sound public governance values transparency, integrity, accountability and participation to a live institutional problem.
- Diagnose a public trust deficit and design a credible institutional response.
- Map a stakeholder ecosystem and prepare an engagement strategy.
- Produce a governance reform action plan aligned to the NTP I Transformational Governance pillar.

**Day plan.**

| Day   | Theme                                       | Core content                                                                                                                                                                |
|-------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | Foundations of Public Governance            | Governance, legitimacy and the social contract; sound public governance values, enablers and tools; rule of law, participation, transparency and responsiveness.            |
| Day 2 | Public Leadership                           | Leadership versus management; RIYAADA LEADERSHIP philosophy; adaptive and values-based leadership; leadership in fragile, conflict-affected and hybrid governance contexts. |
| Day 3 | Trust, Accountability and Anti-Corruption   | Public trust; horizontal, vertical and social accountability; integrity systems, organisational culture and accountability; Somalia's integrity landscape.                  |
| Day 4 | Stakeholders, Citizens and Service Delivery | Stakeholder mapping; citizen-centred governance; e-government; capacity development through institutional arrangements, leadership, knowledge and accountability.           |
| Day 5 | Governance Reform in Practice               | Governance diagnosis; reform design and sequencing; NTP I alignment; capstone presentations and peer review.                                                                |

**Methodology.** Learning is organised around Somali public sector case studies, a governance diagnostic simulation, structured peer exchange, executive coaching and an applied governance reform project. Participants use their own institutional challenges as learning material, allowing the course to connect conceptual knowledge with real leadership practice. The methodology encourages reflection on authority, legitimacy, accountability and public value, while also requiring participants to translate learning into concrete reform actions that can be tested in their organisational settings.

**Assessment narrative.** Assessment is designed to measure both conceptual understanding and practical application. Participants complete a governance reform action plan worth 50%, a structured case analysis worth 30%, and participation with peer review worth 20%. Successful certification requires evidence that the participant can diagnose a governance challenge, apply relevant governance principles, engage stakeholders and propose a realistic reform pathway aligned with institutional priorities and the NTP I Transformational Governance pillar.

### RA-SMO-303 · Strategic Management & Organisational Transformation (Prospectus text)

**Learning outcomes.** The Prospectus states 4 outcomes:

- Conduct strategic analysis using PESTEL, Five Forces, SWOT/TOWS and VRIO.
- Formulate strategy using generic strategies, Blue Ocean tools, scenarios and Mintzberg's perspectives.
- Translate strategy into implementation using strategy maps, the Balanced Scorecard, objectives, indicators and initiatives.
- Lead organisational transformation to sustain strategic delivery.



## Day plan.

| Day   | Theme                         | Core content                                                                                                                          |
|-------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | Strategy Foundations          | Meaning and levels of strategy; Mintzberg's five Ps; strategic intent; public, corporate and fragile context strategy.                |
| Day 2 | Strategic Analysis            | PESTEL; Five Forces; stakeholder and competitor analysis; SWOT/TOWS; resource-based view and VRIO.                                    |
| Day 3 | Strategy Formulation          | Generic strategies; Blue Ocean strategy canvas and Four Actions Framework; scenario planning; strategic choices and trade offs.       |
| Day 4 | Strategy Execution            | Balanced Scorecard perspectives; strategy maps; objectives, KPIs, OKRs and initiatives; structure, governance and resource alignment. |
| Day 5 | Organizational Transformation | Strategic change; capability building; culture; performance review; strategy and execution plan capstone.                             |

**Methodology.** The learning methodology is centred on a full strategy project-based on the participant's own organisation. Participants use strategic analysis tools, scenario planning workshops, strategy simulations, Balanced Scorecard development, strategy map construction, peer critique and executive coaching. The process requires participants to progress from environmental analysis to strategic choice, execution design and organisational transformation. This applied approach ensures that the course produces practical strategic outputs rather than abstract planning exercises.

**Assessment narrative.** Assessment consists of a strategy and Balanced Scorecard execution plan worth 60%, strategic analysis exercises worth 20%, and participation worth 20%. Participants must demonstrate competence in environmental analysis, strategic choice, scenario thinking, performance architecture, initiative design and transformation planning. Certification requires evidence that the participant can produce an integrated strategy execution plan that links organisational purpose, external realities, internal capabilities, strategic priorities, performance measures and transformation actions.



## Annex D • Decisions for the Academic Board

Nineteen decisions turn the reconciliations of Annex C into one rule each. All are proposals until the adoption record (Chapter 30.2) is complete.

Table 150 • Decision register

| No. | Subject                          | Decision proposed                                                                                                                                                                                                                                                                                                     | Effect and reason                                                                                                                                                                                                                                    | Where applied        |
|-----|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| D1  | RL2 credit band                  | RL2 spans 4–18 RCP (Catalogue: 4–10).                                                                                                                                                                                                                                                                                 | Public Financial Management (12), Women in Senior Leadership (15) and Advanced Public Administration (18 RCP) are single programmes of 8–12 weeks. They are professional certificates, not three-course clusters, so they cannot be RL3 (24–30 RCP). | Chapters 4, 5, 20–24 |
| D2  | One credit currency              | Every item is expressed in RCP. 1 RECH (30 notional hours) = 3 RCP.                                                                                                                                                                                                                                                   | APA 6 RECH = 18 RCP; PFMX 4 = 12; DPI 3 = 9; WSL 5 = 15 (54 RCP in total).                                                                                                                                                                           | Chapter 4; Part VI   |
| D3  | Flagship delivery standard       | The nine Prospectus courses are five-day, 35-contact-hour, 7-RCP courses.                                                                                                                                                                                                                                             | Seven courses change from 5–7 RCP and 5–7 days to 5 days and 7 RCP: +7 RCP and –7 days in total.                                                                                                                                                     | Chapters 11, 14–16   |
| D4  | Catalogue-only Executive Courses | The ten courses that exist only as Catalogue cards keep their Catalogue days and RCP. Contact hours are derived at five per RCP.                                                                                                                                                                                      | Keeps the contractual position; derived values are marked.                                                                                                                                                                                           | Chapters 11, 14–17   |
| D5  | Hospital package                 | 9 RCP; 90 notional hours; 48 contact hours of which 41 are core instruction.                                                                                                                                                                                                                                          | Agrees the package, the compendium and the Catalogue.                                                                                                                                                                                                | Chapters 15, 25      |
| D6  | Integrative assignment           | 7 RCP in every Advanced Certificate (8 RCP in Applied Research & Evaluation). Assessed 75% written dossier and 25% panel defence, each at least 60. Overall mark: credit-weighted mean.                                                                                                                               | Explains the Catalogue residuals and keeps every certificate in the 24–30 RCP band.                                                                                                                                                                  | Chapters 11, 26      |
| D7  | Executive Diploma arithmetic     | Taught courses 48, 49 or 51 RCP; capstone and integration 12, 11 or 9 RCP; total 60 RCP. The 90-day review is a completion requirement, reported but not marked.                                                                                                                                                      | Replaces the Catalogue ranges (42–46 and 14–18) that no longer add up with 7-RCP courses.                                                                                                                                                            | Chapters 11, 28      |
| D8  | Executive Fellowship             | RL5, 90 RCP or more: the Diploma (or approved equivalent) plus at least 30 RCP of supervised transformation portfolio; three years of subsequent senior practice; panel defence; verified implementation evidence.                                                                                                    | Gives the Catalogue's one-line requirements a credit arithmetic.                                                                                                                                                                                     | Chapter 28           |
| D9  | Award taxonomy                   | Five award types with fixed titles: Certificate of Participation (RL1), Professional Certificate (RL2), Advanced Certificate (RL3), Executive Diploma (RL4), Executive Fellowship (RL5). The Diploma field is "Executive Leadership, Governance and Strategic Management". A Statement of Attendance is not an award. | Retires eight inconsistent certificate names.                                                                                                                                                                                                        | Chapter 5            |
| D10 | Program Book credit              | One legacy credit is 36 notional hours (12 contact and 24 independent). "Degree-level" and "degree course" are withdrawn.                                                                                                                                                                                             | Three credits = 10 RCP; two credits = 7 RCP.                                                                                                                                                                                                         | Chapters 4, 19       |
| D11 | Short Course credit              | Stated hours are contact hours; notional hours are twice the contact hours. 30 hours = 6 RCP; 20 hours = 4 RCP.                                                                                                                                                                                                       | Matches the 1:2 ratio of the Executive Courses.                                                                                                                                                                                                      | Chapters 4, 18       |
| D12 | Code grammar and clashes         | RA-{MNEMONIC}-{NNN} with number ranges by family. Seven clashing legacy codes are resolved by new codes.                                                                                                                                                                                                              | One permanent code per offer.                                                                                                                                                                                                                        | Chapter 3; Annex B   |
| D13 | Controlled framework wording     | The Catalogue definitions of LEADER, MANAGER, DIRECTOR and LEADERSHIP, and its seven competencies, are controlled.                                                                                                                                                                                                    | Alternative wording is kept in Annexes F and G.                                                                                                                                                                                                      | Chapter 3            |
| D14 | Attendance                       | 80% of scheduled contact time; 85% of scheduled live learning hours for the Executive Programmes.                                                                                                                                                                                                                     | Keeps each source's own rule where it is stricter.                                                                                                                                                                                                   | Chapters 7, 20       |
| D15 | Seminar and workshop             | RA-HSMW-723: four weeks, 40 contact hours, 8 RCP.                                                                                                                                                                                                                                                                     | Hours were not stated in the source.                                                                                                                                                                                                                 | Chapter 18           |
| D16 | Merging and splitting courses    | No course is merged or split in this edition. A later merger needs outcome mapping, credit reconciliation and Academic Board approval. Title similarity gives no cross-credit.                                                                                                                                        | Prevents silent loss of content.                                                                                                                                                                                                                     | Chapter 12           |
| D17 | Micro-credential tracks          | 3 or 4 Short Courses totalling 17–23 RCP plus the 7-RCP integrative assignment, giving 24–30 RCP. Award: RIYAADA Advanced Certificate in {track}.                                                                                                                                                                     | Gives the Program Book's "Professional Track Certificate" a credit rule.                                                                                                                                                                             | Chapter 27           |



| No. | Subject                 | Decision proposed                                                                                                                                                                     | Effect and reason                 | Where applied |
|-----|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------|
| D18 | Dual assessment schemes | Where the Program Book and the Philosophy give different schemes, both are shown; the Program Book scheme is the default for RA-HSLD-601, 602, 607 and 608.                           | Prevents an unapproved choice.    | Chapter 19    |
| D19 | Assessment gates        | The Handbook gates (overall 60; each applied assignment and reflection 50; simulation, written capstone and defence 60; safeguards met) are the institutional default for RL2 to RL5. | Gives every course a common gate. | Chapter 7     |

Each decision is approved or amended by the Academic and Quality Committee on the recommendation of the Academic Board. Where a decision is amended, the affected chapters and the registers are updated in the next edition.



## Annex E • Completion Register

What still has to be written, supplied or decided before each offer can be scheduled. Nothing has been invented to fill these gaps.

**Table 151 • Completion register: 23 open items**

| No. | Item                                                   | Offers affected                                                                                                                          | Action required                                                                                                                                               | Where             |
|-----|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| E1  | Syllabi of Catalogue-only Executive Courses            | UHC-203, QPS-204, HRH-205, DHG-206, PFM-304, PMG-305, RES-401, MEL-402, DAT-404, GWR-405                                                 | Write the full fourteen-field syllabus (rationale, outcomes, modules, assessment, readings, framework mapping) and obtain Stage 3 approval before scheduling. | Chapters 14–17    |
| E2  | Long Courses with no outcomes, week plan or assessment | Outcomes missing: ONEH-620, PHSC-621, RSCH-622. Week plan missing: PHSC-621, RSCH-622. Assessment missing: ONEH-620, PHSC-621, RSCH-622. | Write the missing elements; until then the default gates of Chapter 7 apply and the course is not scheduled.                                                  | Chapter 19        |
| E3  | Long Course with one source only                       | HSLD-609 (Programme Philosophy only; no Program Book entry and no credit or weights in the source).                                      | Confirm the credit (proposed 10 RCP) and the assessment weights.                                                                                              | Chapter 19        |
| E4  | Short Courses without Philosophy detail                | EXP-704, EXC-707, EXF-708, EXS-709, EXP-710, EXH-711, EXD-712                                                                            | Add the weekly content and learning outcomes; the Program Book gives only the weekly rhythm and the capstone.                                                 | Chapter 18        |
| E5  | Short Courses without Program Book rhythm              | EXO-717, EXM-718, EXN-719, EXV-720, EXA-721, EXI-722                                                                                     | Add the weekly rhythm and the capstone specification; the Philosophy gives the weekly content only.                                                           | Chapter 18        |
| E6  | Seminar and workshop hours                             | RA-HSMW-723                                                                                                                              | Confirm the 40 hours and 8 RCP (Decision D15) and the assessment weights.                                                                                     | Chapter 18        |
| E7  | Course owner, session plans and review date            | All courses except RA-HLMG-201                                                                                                           | Name a course owner; write session plans (as the hospital package does); set the review date.                                                                 | Every course page |
| E8  | Rationale of two flagship courses                      | RA-HFN-202, RA-SWP-403                                                                                                                   | Add the rationale field of the syllabus standard.                                                                                                             | Chapters 15, 17   |
| E9  | Faculty register                                       | 11 of 12 entries                                                                                                                         | Appoint and verify faculty under Chapter 31.3 before any person is named in a course or a catalogue.                                                          | Chapter 31        |
| E10 | Hospital Forms and Templates Pack                      | RA HLMG 2026 002                                                                                                                         | Obtain the pack and revise its certificate wording to the unified award title.                                                                                | Chapter 25        |
| E11 | Timing of the HLMG certificate                         | RA-HLMG-201                                                                                                                              | State whether the certificate is issued after the final-day assessment or after the 90-day report.                                                            | Chapter 25        |
| E12 | Faculty guide of the Executive Programmes              | RA-APA-501 to RA-WSL-504                                                                                                                 | Obtain the faculty guide that supplies the admission scoring anchors and the decision record.                                                                 | Chapters 20–24    |
| E13 | Unsupplied policies                                    | RIYAADA-QAP-2026-003, INST-2026-004, AIP-2026-005, ADM-2026-006, OBL-2026-008, CER-2026-009, OPM-2026-012                                | Obtain each policy and check Chapters 5, 6, 8, 9 and 30 against it.                                                                                           | Chapter 30.4      |
| E14 | Fee schedule                                           | All                                                                                                                                      | Insert the controlled fee schedule, concessions and refund terms; no rate is stated in this book.                                                             | Chapter 8         |
| E15 | Integrative assignment specification                   | 7 Advanced Certificates                                                                                                                  | Approve the standard (Decision D6) and name an assessor pool.                                                                                                 | Chapter 26        |
| E16 | Track composition                                      | TR-EOC, TR-HQL, TR-DDM                                                                                                                   | Approve the composition rule and the illustrative clusters (Decision D17).                                                                                    | Chapter 27        |
| E17 | Diploma capstone protocol                              | PW-DIP                                                                                                                                   | Write the capstone handbook: panel composition, 90-day review note, and the study-plan form.                                                                  | Chapter 28        |
| E18 | Fellowship syllabus and verification protocol          | PW-FEL                                                                                                                                   | Write the syllabus, the supervisor-selection rule and the protocol for verifying implementation evidence.                                                     | Chapter 28        |
| E19 | Integrated pathway study plan                          | PW-IEP                                                                                                                                   | Define the study-plan template, the award sought and the credit arithmetic for each stream.                                                                   | Chapter 29        |
| E20 | Differentiation of overlapping offers                  | See the Overlap Map                                                                                                                      | Confirm the differences between the Executive, Short and Long Courses on the same subject (Decision D16).                                                     | Chapter 12        |
| E21 | Reading lists                                          | All                                                                                                                                      | The course owner verifies editions, authorised extracts and links before each cohort.                                                                         | Course pages      |
| E22 | Contact details and document register                  | —                                                                                                                                        | Confirm the Program Book telephone number; enter RIYAADA-UCS-2026-001 and RIYAADA-PHI-2026-013 in the Institutional Document Register.                        | Annex C           |
| E23 | Approval of this edition                               | All                                                                                                                                      | Complete the adoption record and the approval record.                                                                                                         | Chapter 30        |

## Annex F • First-Edition Framework Wording

The Prospectus and the Executive Programme Handbook word the four RIYAADA frameworks differently from the Catalogue. This annex keeps the first-edition wording so that nothing is lost. The Catalogue wording is the controlled wording of this book (Decision D13).

### F.1 The two wordings side by side

Table 152 • Controlled and first-edition wording of the four frameworks

| Framework         | Controlled elements (Catalogue)                                                                                                                   | First-edition elements (Prospectus and Handbook)                                                                                                                                         |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEADER</b>     | Listen · Envision · Align · Decide · Engage · Reflect<br>(6 elements)                                                                             | Lead · Empower · Accountable · Decisive · Engage · Results-Driven<br>(6 elements)                                                                                                        |
| <b>MANAGER</b>    | Measure · Allocate · Navigate · Govern · Execute · Review<br>(6 elements)                                                                         | Motivate · Align · Nurture · Administer · Guide · Engage · Results-Driven<br>(7 elements)                                                                                                |
| <b>DIRECTOR</b>   | Define · Integrate · Risk-manage · Ensure ethics · Control · Track · Oversee · Report<br>(8 elements)                                             | Define Direction · Inspire Purpose · Resolve Challenges · Empower People · Communicate Clearly · Track Performance · Oversee Accountability · Results-Focused Leadership<br>(8 elements) |
| <b>LEADERSHIP</b> | Legitimacy · Evidence · Accountability · Direction · Execution · Resilience · Systems · Human capital · Innovation · Partnership<br>(10 elements) | Listening · Empowering · Adaptive · Decisive · Ethical · Respectful · Service · Humility · Innovative · Perseverance<br>(10 elements)                                                    |

Both sets are mnemonics: the initial letters of the elements follow the framework name. The Catalogue set for MANAGER has six elements and states that it is not a seven-letter expansion; the first-edition set has seven.

### F.2 Function and intended audience

Table 153 • Function and audience of the four frameworks

| Framework         | Function (Catalogue)                            | Description in the Prospectus                                                                                                                                                                                               |
|-------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEADER</b>     | Personal and ethical leadership                 | Foundational action. The behavioural foundation for supervisory and first-line leadership: personal responsibility, team motivation, operational discipline and visible commitment to results.                              |
| <b>MANAGER</b>    | Operational and performance management          | Operational mastery. Supports middle managers who turn institutional strategy into coordinated execution, staff development, service delivery and accountable operational performance.                                      |
| <b>DIRECTOR</b>   | Governance, oversight and fiduciary stewardship | Executive oversight. Guides senior executives, boards and institutional stewards responsible for strategy, legitimacy, oversight and long-term sustainability.                                                              |
| <b>LEADERSHIP</b> | Institutional transformation and public value   | Ethical and sustainable governance. Described as RIYAADA's ethical operating system across all tiers and courses, so that leadership effectiveness is inseparable from integrity, service and institutional responsibility. |

The Prospectus links LEADER to Tier 03, MANAGER to Tier 02, DIRECTOR to Tier 01 and LEADERSHIP to all tiers. The Catalogue does not assign tiers to frameworks; the Tier and lead-framework matrix of Chapter 13 reproduces the Prospectus assignment for the nine ELGSM courses.

### F.3 Working rules for course owners

1. Slides, rubrics, facilitator guides and assessment briefs use the controlled elements of the Catalogue (Chapter 3.5) and no other expansion.

- The “source-documented emphasis” line on a course page keeps the first-edition wording. It records what the source said; it is not a controlled mapping.
- When a course owner maps a first-edition element to a controlled action, the choice is recorded in the syllabus record. The two sets share few words: Engage (LEADER); Define, Track and Oversee (DIRECTOR); Innovation and Innovative (LEADERSHIP). Other elements have no counterpart and are not forced into one.
- No new expansion of a framework name is created. The names are institutional teaching frameworks and are not presented as externally validated psychometric instruments.

## F.4 Framework statements in the first-edition sources

Twelve Executive Courses carry a course-level framework statement in the first-edition sources. For all twelve the statement is reproduced below in its first-edition wording. For RA-SMO-303 the Prospectus statement adds Results-Focused Leadership and the competencies to the shorter Curricula statement. The other ten Executive Courses, the Short Courses, the Long Courses and the Executive Programmes have no course-level framework statement in the sources; the course owner assigns controlled actions before delivery.

**Table 154 · First-edition framework statements**

| Code        | Course                                               | Framework emphasis (first-edition wording)                                                                                                                        | Competencies (first-edition wording)                                                    | Source                                 |
|-------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------|
| RA-PLG-101  | Public Leadership & Governance                       | DIRECTOR: Define Direction, Oversee Accountability and Results-Focused Leadership. LEADERSHIP: Service, Ethical and Listening.                                    | Strategic thinking, Integrity and accountability, Communication                         | Prospectus and Curricula first edition |
| RA-CGV-102  | Corporate Governance                                 | DIRECTOR: Oversee Accountability and Track Performance. LEADERSHIP: Ethical and Respectful.                                                                       | Integrity and accountability, Strategic thinking, Decision-making                       | Prospectus                             |
| RA-BGD-103  | Board Governance & Director Development              | Flagship DIRECTOR course, covering all eight elements. LEADERSHIP: Humility, Listening and Ethical.                                                               | Decision-making and critical thinking, Integrity and accountability, Strategic thinking | Prospectus                             |
| RA-EIA-104  | Ethics, Integrity & Accountability                   | Flagship LEADERSHIP philosophy course: Ethical, Respectful, Service and Humility; LEADER: Accountable.                                                            | Integrity and accountability, Decision-making, Communication                            | Prospectus                             |
| RA-PPA-105  | Public Policy Analysis & Development                 | MANAGER: Administer and Align; DIRECTOR: Define Direction. LEADERSHIP: Listening and Innovative.                                                                  | Decision-making and critical thinking, Strategic thinking, Communication                | Prospectus                             |
| RA-GAR-106  | Government Administration & Public Sector Reform     | MANAGER: Administer, Align and Guide; DIRECTOR for reform sponsors. LEADERSHIP: Service, Adaptive and Perseverance.                                               | Strategic thinking, Developing people, Adaptability                                     | Prospectus                             |
| RA-HLMG-201 | Hospital Leadership, Management & Governance         | DIRECTOR and MANAGER across six modules; LEADERSHIP as the ethical operating system.                                                                              | Integrity and accountability, Decision-making, Developing people                        | Curricula first edition (v1.0)         |
| RA-HFN-202  | Health Financing & Social Health Insurance           | DIRECTOR (Track Performance, Oversee Accountability); MANAGER (Administer, Align).                                                                                | Strategic thinking, Decision-making, Integrity and accountability                       | Curricula first edition (v1.0)         |
| RA-ITC-301  | Institutional Transformation & Change Management     | MANAGER: Align, Guide and Motivate; DIRECTOR: Resolve Challenges and Inspire Purpose. LEADERSHIP: Adaptive, Perseverance and Empowering.                          | Adaptability, Communication, Developing people                                          | Prospectus                             |
| RA-EXL-302  | Executive Leadership                                 | Flagship LEADER course: Lead, Empower, Accountable, Decisive, Engage and Results-Driven. LEADERSHIP: all elements, especially Listening, Empowering and Humility. | Emotional intelligence, Communication, Developing people, Adaptability                  | Prospectus                             |
| RA-SMO-303  | Strategic Management & Organisational Transformation | DIRECTOR: Define Direction, Track Performance and Results-Focused Leadership; MANAGER: Align. LEADERSHIP: Innovative, Adaptive and Decisive.                      | Strategic thinking, Decision-making, Adaptability                                       | Prospectus and Curricula first edition |



| Code       | Course                                   | Framework emphasis (first-edition wording) | Competencies (first-edition wording)                           | Source                         |
|------------|------------------------------------------|--------------------------------------------|----------------------------------------------------------------|--------------------------------|
| RA-SWP-403 | Scientific Writing & Academic Publishing | LEADERSHIP (Ethical, Perseverance).        | Communication, Critical thinking, Integrity and accountability | Curricula first edition (v1.0) |

## Annex G · Competency Crosswalk

The sources use five different vocabularies for what a graduate can do. The Catalogue list of seven competencies is controlled (Decision D13). This annex shows how the other lists correspond to it.

### G.1 The vocabularies

Table 155 · Five competency vocabularies in the sources

| Source                                                | Name used                                           | Items                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Status in this edition                                          |
|-------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Catalogue (S1)                                        | Seven high-impact competencies                      | Ethical and accountable leadership · Strategic thinking, direction-setting and public-value orientation · Governance, fiduciary oversight, risk management and institutional stewardship · Evidence-informed decision-making, policy analysis and data literacy · People, team, stakeholder and partnership leadership · Execution, change management, service improvement and performance discipline · Communication, influence, reflection and adaptive learning | Controlled (C1 to C7, Chapter 3.6)                              |
| Prospectus (S8) and Executive Programme Handbook (S6) | Seven key competencies                              | Strategic thinking · Communication · Emotional intelligence · Developing people · Decision making and critical thinking · Adaptability · Integrity and accountability                                                                                                                                                                                                                                                                                              | First-edition wording; evidence expected is kept in Chapter 3.6 |
| Programme Philosophy (S5)                             | Leadership competency framework (core capabilities) | Strategic leadership · Governance and accountability · Systems thinking · Analytical intelligence · Operational capability · Communication and influence · Ethical and professional conduct                                                                                                                                                                                                                                                                        | First-edition wording                                           |
| Programme Philosophy (S5)                             | Cross-cutting competency streams                    | Leadership and governance · Ethical decision-making · Strategic communication · Systems thinking · Digital proficiency · Emergency preparedness · Evidence-based analysis                                                                                                                                                                                                                                                                                          | Integrated across Long and Short Courses                        |
| Hospital package (S7)                                 | Six competency domains                              | Governing and leading · Managing operations · Managing people · Assuring quality and safety · Protecting patients and the environment · Stewarding resources and results                                                                                                                                                                                                                                                                                           | The package's own framework (Chapter 25.3)                      |

### G.2 Crosswalk to the controlled competencies

“Direct” means the two statements describe substantially the same capability. “Partial” means the other statement covers part of the controlled competency, or the controlled competency covers part of it. The crosswalk was prepared for this edition to help course owners; it is a working aid and not a controlled mapping.

Table 156 · Crosswalk of the competency vocabularies

| No. | Controlled competency (Catalogue)                                              | Prospectus and Handbook                                                           | Programme Philosophy                                                           | Hospital package                                                                                                                       |
|-----|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| C1  | Ethical and accountable leadership                                             | Integrity and accountability (direct)                                             | Ethical and Professional Conduct (direct)                                      | Governing and leading: ethics, code of conduct and accountability (partial)                                                            |
| C2  | Strategic thinking, direction-setting and public-value orientation             | Strategic thinking (direct)                                                       | Strategic Leadership (direct)                                                  | Governing and leading: strategic decision-making (partial)                                                                             |
| C3  | Governance, fiduciary oversight, risk management and institutional stewardship | Integrity and accountability: stewardship of resources and transparency (partial) | Governance & Accountability (direct)                                           | Stewarding resources and results: budgeting and internal controls (direct)<br>Assuring quality and safety: risk management (partial)   |
| C4  | Evidence-informed decision-making, policy analysis and data literacy           | Decision making and critical thinking (direct)                                    | Analytical Intelligence (direct)                                               | Stewarding resources and results: dashboards and performance review (partial)<br>Assuring quality and safety: clinical audit (partial) |
| C5  | People, team, stakeholder and partnership leadership                           | Developing people (direct)<br>Emotional intelligence (partial)                    | None direct; stakeholder influence sits in Communication & Influence (partial) | Managing people (direct)                                                                                                               |
| C6  | Execution, change management, service                                          | Adaptability: responding to change (partial)                                      | Operational Capability (direct)                                                | Assuring quality and safety: quality improvement (direct)                                                                              |



| No. | Controlled competency (Catalogue)                          | Prospectus and Handbook                                                                                                  | Programme Philosophy               | Hospital package              |
|-----|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------|
|     | improvement and performance discipline                     |                                                                                                                          |                                    | Managing operations (partial) |
| C7  | Communication, influence, reflection and adaptive learning | Communication (direct)<br>Emotional intelligence: reflection (partial)<br>Adaptability: learning from feedback (partial) | Communication & Influence (direct) | None direct                   |

Two items have no controlled counterpart. “Systems thinking” in the Philosophy is treated as a teaching principle (Chapter 2) and a cross-cutting stream. “Protecting patients and the environment” in the Hospital package (infection prevention and control, housekeeping and sterilisation, health-care waste, occupational health and emergency readiness) is a sector-specific domain assessed through the package’s own tools. Both remain in the course content; neither is lost.

### G.3 Cross-cutting streams of the Programme Philosophy

Table 157 · Cross-cutting streams and the controlled competencies

| Cross-cutting stream      | Nearest controlled competency  | Theme |
|---------------------------|--------------------------------|-------|
| Leadership and governance | C1, C3                         | T1    |
| Ethical decision-making   | C1                             | T1    |
| Strategic communication   | C7                             | T6    |
| Systems thinking          | Teaching principle (Chapter 2) | All   |
| Digital proficiency       | C4 (data literacy), partial    | T5    |
| Emergency preparedness    | C6, partial                    | T4    |
| Evidence-based analysis   | C4                             | T5    |

The six Themes (T1 to T6) are defined in Chapter 2.3.

### G.4 Priority competencies of the nine ELGSM courses in controlled terms

Appendix A of the Prospectus names three or four priority competencies for each of the nine ELGSM courses. The table gives them in the Prospectus wording and, applying the primary correspondences of G.2, in controlled terms.

Table 158 · Priority competencies in the Prospectus and in controlled terms

| Code       | Course                                           | Priority competencies (Prospectus wording)                                                | Controlled competencies |
|------------|--------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------|
| RA-PLG-101 | Public Leadership & Governance                   | Strategic Thinking · Integrity and Accountability · Communication                         | C1, C2, C7              |
| RA-CGV-102 | Corporate Governance                             | Integrity and Accountability · Strategic Thinking · Decision Making                       | C1, C2, C4              |
| RA-BGD-103 | Board Governance & Director Development          | Decision Making and Critical Thinking · Integrity and Accountability · Strategic Thinking | C1, C2, C4              |
| RA-EIA-104 | Ethics, Integrity & Accountability               | Integrity and Accountability · Decision Making · Communication                            | C1, C4, C7              |
| RA-PPA-105 | Public Policy Analysis & Development             | Decision Making and Critical Thinking · Strategic Thinking · Communication                | C2, C4, C7              |
| RA-GAR-106 | Government Administration & Public Sector Reform | Strategic Thinking · Developing People · Adaptability                                     | C2, C5, C6, C7          |
| RA-ITC-301 | Institutional Transformation & Change Management | Adaptability · Communication · Developing People                                          | C5, C6, C7              |
| RA-EXL-302 | Executive Leadership                             | Emotional Intelligence · Communication · Developing People · Adaptability                 | C5, C6, C7              |



| Code       | Course                                               | Priority competencies (Prospectus wording)          | Controlled competencies |
|------------|------------------------------------------------------|-----------------------------------------------------|-------------------------|
| RA-SMO-303 | Strategic Management & Organisational Transformation | Strategic Thinking · Decision Making · Adaptability | C2, C4, C6, C7          |

Primary correspondences used: strategic thinking → C2; communication → C7; emotional intelligence → C7; developing people → C5; decision making and critical thinking → C4; adaptability → C6 and C7; integrity and accountability → C1. The course owner confirms the controlled competencies at the next syllabus review.



## Annex H · Assessment Instruments, Learner Forms, References and Glossary

The instruments used to mark and record work in the Executive Programmes, the equivalent Program Book rubrics, the learner forms, the reading and reference lists, and a glossary.

### H.1 Common performance bands

For each criterion the assessor assigns a percentage using the band descriptors and multiplies it by the criterion's maximum points. An 80% judgement on a 25-point criterion earns 20 points. The assessor applies the evidence anchors in H.2 and does not grade the learner's seniority, fluency, confidence or institutional prestige.

**Table 159 · Common performance bands**

| Band   | Descriptor           | Shared descriptor                                                                                                                            |
|--------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 80–100 | Strong               | Accurate, well-evidenced and coherent; tests assumptions and trade-offs; proposes workable controls and responds thoughtfully to challenge.  |
| 70–79  | Secure               | Clear and accurate with convincing application; small omissions do not undermine the recommendation or safeguards.                           |
| 60–69  | Threshold competence | Essential analysis and a feasible action are present; some depth or detail is limited, but the result can be used safely with normal review. |
| 50–59  | Developing           | Some usable evidence, but important gaps limit application or integration. This band cannot pass a 60% mandatory component.                  |
| 0–49   | Insufficient         | Major error, unsupported judgement, missing output or an unusable plan; evidence does not establish the required competence.                 |

### H.2 Assessment rubrics A, C, D, S and R

The weights and the pass thresholds that these rubrics feed are set out in Chapter 7. Rubrics C, D, R and S retain the criteria and points of the Program Book rubrics (H.3); Rubric A is specific to the Executive Programmes.

#### Rubric A: applied assignment

Used for each of the two applied assignments of an Executive Programme. At least 50/100 is required.

**Table 160 · Rubric A: applied assignment**

| Criterion                           | Points     | Evidence at threshold competence                                         |
|-------------------------------------|------------|--------------------------------------------------------------------------|
| Problem and purpose                 | 15         | A bounded problem, clear user and decision or output purpose.            |
| Technical accuracy                  | 25         | Correct concepts and calculations with a traceable method.               |
| Evidence and analysis               | 20         | Relevant sources, transparent assumptions and reasoned interpretation.   |
| Feasibility and application         | 20         | A usable tool or recommendation within stated constraints and authority. |
| Equity, integrity and risk          | 10         | Specific safeguards relevant to the task and affected users.             |
| Communication and professional form | 10         | Clear structure, usable tables and accurate source acknowledgement.      |
| <b>Total</b>                        | <b>100</b> |                                                                          |

Strong work adds a justified comparison, a sensitivity test or an informed challenge to an assumption. Insufficient work contains a material calculation error, generic recommendations without a mechanism, misrepresented evidence or missing authority. Programme safeguards still apply even when the numerical score appears high.

#### Rubric C: written capstone

Used for the written capstone dossier and the integrative dossier. At least 60/100 is required.



Table 161 · Rubric C: written capstone

| Criterion                     | Points     | Evidence at threshold competence                                                |
|-------------------------------|------------|---------------------------------------------------------------------------------|
| Problem clarity and evidence  | 25         | Problem, baseline and credible sources are clear; uncertainty is acknowledged.  |
| Options and criteria          | 20         | At least two credible alternatives and stated criteria support the choice.      |
| Feasibility and risk          | 15         | Resources, authority, dependencies and material risks are addressed.            |
| Equity and ethics             | 10         | Who benefits or may be excluded is considered with concrete safeguards.         |
| Implementation and indicators | 15         | Owners, timing, 90-day milestones and defined indicators allow follow-up.       |
| Communication quality         | 15         | Decision requested is prominent; narrative and annexes form one usable dossier. |
| <b>Total</b>                  | <b>100</b> |                                                                                 |

**Rubric D: individual defence**

Used for the individual defence of a capstone or dossier. At least 60/100 is required.

Table 162 · Rubric D: individual defence

| Criterion                  | Points     | Evidence at threshold competence                                                |
|----------------------------|------------|---------------------------------------------------------------------------------|
| Executive clarity          | 25         | The learner explains the decision, rationale and expected result concisely.     |
| Analytical rigour          | 25         | Answers demonstrate understanding of evidence, method and limitations.          |
| Practicality and alignment | 20         | Proposed actions fit authority, resources and institutional purpose.            |
| Use of data and visuals    | 15         | Tables or verbal evidence are accurate, readable and interpreted correctly.     |
| Handling questions         | 15         | The learner listens, answers the question and recognises uncertainty or limits. |
| <b>Total</b>               | <b>100</b> |                                                                                 |

Strong defences can revise a position when new evidence appears. Insufficient defences cannot explain the submitted calculations, overstate authority or evade material limitations. An accessible verbal explanation can meet the data criterion; decorative slides are not required.

**Rubric S: observed simulation**

Used for the observed simulation. At least 60/100 is required.

Table 163 · Rubric S: observed simulation

| Criterion                   | Points     | Evidence at threshold competence                                                             |
|-----------------------------|------------|----------------------------------------------------------------------------------------------|
| Role execution and teamwork | 30         | Performs the assigned role, contributes individually and works constructively.               |
| Procedures and safety       | 30         | Applies authority, controls, confidentiality and relevant participant or service safeguards. |
| Decision quality            | 20         | Uses the case evidence, weighs options and responds to the new constraint.                   |
| Communication               | 20         | Communicates clearly, listens and leaves an accurate decision or action record.              |
| <b>Total</b>                | <b>100</b> |                                                                                              |

**Rubric R: participation and reflection**

Used once across the programme. The total out of 20 contributes directly up to 20 programme points.



Table 164 · Rubric R: participation and reflection

| Criterion                 | Points    | Evidence at threshold competence                                                      |
|---------------------------|-----------|---------------------------------------------------------------------------------------|
| Preparedness              | 5         | Uses the reading and arrives with the required draft or evidence.                     |
| Constructive contribution | 5         | Adds a relevant reason, question or practical response in observed interaction.       |
| Peer feedback quality     | 5         | Provides specific, respectful feedback linked to evidence and a possible improvement. |
| Reflection depth          | 5         | Connects behaviour or a decision with evidence, revision and an application step.     |
| <b>Total</b>              | <b>20</b> |                                                                                       |

Reflection is marked once across the programme. The same 0 to 100 criterion bands are used and each criterion is scaled to five points. A learner with 12/20 has a normalised reflection score of 60%. The assessor judges the quality of contributions, not message volume, camera duration or attendance alone.

### H.3 Program Book rubrics RUB-801 to RUB-804

The Program Book lists four editable rubrics with criteria and points only. The Executive Programme Handbook retains the same criteria and points as Rubrics C, D, R and S and adds the evidence anchors and the performance bands. Courses that follow the Program Book scheme use RUB-801 to RUB-804; the evidence anchors of H.2 are available to them as guidance.

Table 165 · Equivalence of the Program Book rubrics

| Program Book rubric                           | Points and criteria                                                                                                                                                | Equivalent | Difference                                                        |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------|
| <b>RUB-801 Capstone Policy/Project Brief</b>  | 100: problem clarity and evidence 25; options and criteria 20; feasibility and risk 15; equity and ethics 10; implementation and KPIs 15; communication quality 15 | Rubric C   | Same criteria and points. “KPIs” is “indicators”.                 |
| <b>RUB-802 Presentation/Defense</b>           | 100: executive clarity 25; analytical rigor 25; practicality and alignment 20; use of data/visuals 15; Q&A handling 15                                             | Rubric D   | Same criteria and points. “Q&A handling” is “handling questions”. |
| <b>RUB-803 Participation &amp; Reflection</b> | 20%: preparedness 5; constructive contributions 5; peer feedback quality 5; reflection depth 5                                                                     | Rubric R   | Same criteria and points; the 20% is expressed as 20 points.      |
| <b>RUB-804 Simulation Performance</b>         | 100: role execution and teamwork 30; procedures and safety 30; decision quality 20; communication 20                                                               | Rubric S   | Identical.                                                        |

Rubric A has no Program Book equivalent.

### H.4 Learner forms L1 to L5 and the feedback record

The Executive Programme Handbook supplies five learner forms and a feedback record. They are reproduced as templates. Each form is completed by the learner or the assessor as stated; none is a controlled form until it is entered in the Institutional Document Register (Annex E).

#### Form L1: Application and learner undertaking

Table 166 · Form L1

| Item                                                 | Entry |
|------------------------------------------------------|-------|
| Full legal name and verified identity reference      |       |
| Programme and cohort                                 |       |
| Current organisation, role and responsibility        |       |
| Entry route, and qualification or portfolio evidence |       |
| Years of relevant responsibility                     |       |



| Item                                                              | Entry                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Delivery language and evidence of proficiency                     |                                                                                                                                                                                                                                                                                                                                                               |
| Contact details and availability for the required sessions        |                                                                                                                                                                                                                                                                                                                                                               |
| Institutional challenge (no more than 500 words, attached)        |                                                                                                                                                                                                                                                                                                                                                               |
| Sponsor undertaking (attached, if applicable)                     |                                                                                                                                                                                                                                                                                                                                                               |
| Adjustment request (sent privately to the Registrar, if required) |                                                                                                                                                                                                                                                                                                                                                               |
| Learner undertaking                                               | <p>I confirm that my application evidence is accurate, that I understand the published workload and assessment requirements, and that I will acknowledge sources, protect confidential information and submit my own work. I understand the fee, withdrawal and practical attendance conditions in my written offer.</p> <p>Applicant signature and date:</p> |

## Form L2: Executive Development Record

Table 167 · Form L2

| Record                                           | Evidence or entry |
|--------------------------------------------------|-------------------|
| Leadership challenge                             |                   |
| Admission and induction completed                |                   |
| Baseline competency profile                      |                   |
| Subject outputs and feedback links               |                   |
| Peer feedback and revision log                   |                   |
| Applied assignment marks                         |                   |
| Simulation observation and safeguards            |                   |
| Capstone written and defence marks               |                   |
| RPL-approved subject and evidence, if applicable |                   |
| Moderated final result and award identifier      |                   |
| Day 30, day 60 and day 90 application evidence   |                   |

**Reflection prompt.** What decision or behaviour did I practise? What evidence or feedback challenged my first approach? What changed in my reasoning or conduct? What will I do next, with whose authority, and how will I know whether it helped?

**Peer feedback prompt.** Name one strength supported by evidence, one assumption that needs testing and one feasible improvement. The author records whether the suggestion was adopted and why. Feedback is respectful and addresses the work rather than the person.

**Form L3: Decision brief and evidence record**

Table 168 · Form L3

| Heading                      | Guidance                                                                   | Entry |
|------------------------------|----------------------------------------------------------------------------|-------|
| Decision requested           | State the specific decision and the authority asked to take it.            |       |
| Problem and baseline         | Describe who is affected, the current position and the period covered.     |       |
| Evidence and limitations     | List source, date, relevance, reliability and what remains uncertain.      |       |
| Options and criteria         | Compare realistic choices and explain the selection criteria.              |       |
| Recommendation and resources | State the preferred action, cost, recurrent implications and dependencies. |       |
| Equity, integrity and risk   | Identify exclusion, conflicts, privacy or operational risks and controls.  |       |
| Implementation and review    | Name the owner, first milestone, evidence to collect and review trigger.   |       |

**Form L4: Ninety-day action and evaluation plan**

Table 169 · Form L4 action plan

| Period     | Action and owner | Evidence and measure | Decision or dependency |
|------------|------------------|----------------------|------------------------|
| Days 1–30  |                  |                      |                        |
| Days 31–60 |                  |                      |                        |
| Days 61–90 |                  |                      |                        |

Table 170 · Form L4 indicator dictionary

| Indicator | Definition and denominator | Baseline and target | Source, owner and frequency |
|-----------|----------------------------|---------------------|-----------------------------|
|           |                            |                     |                             |
|           |                            |                     |                             |

Table 171 · Form L4 risk and decision register

| Risk or assumption | Control and owner | Trigger | Decision route |
|--------------------|-------------------|---------|----------------|
|                    |                   |         |                |
|                    |                   |         |                |

Day ninety review questions.



- Which action was implemented, and what independent evidence confirms it?
- What changed for service users, staff or institutional decisions, and what other factors may explain the change?
- Whose access or experience was missed, and what should be adjusted?
- What is the next decision: continue, revise, expand or stop, and who authorises it?

### Form L5: Submission declaration and sponsor agreement

Table 172 • Form L5

| Part                                                                | Wording and entries                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual submission declaration                                   | I confirm that the submitted work is my own except where collaboration and sources are acknowledged. I have not represented a fictional case as observed institutional evidence. Permissions for workplace material are recorded, identifiers are removed and confidential information has not been entered into an external AI service. I can explain the methods, calculations and decisions in this submission.                                |
| Collaboration and individual contribution                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| AI tool and permitted purpose, if used, with verification performed |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Learner signature and date                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Sponsor undertaking                                                 | The sponsor confirms the agreed fee arrangement and reasonable time for learning and compulsory sessions. Workplace implementation remains subject to institutional approval. Routine reporting to the sponsor is limited to attendance, completion and award. Personal reflections, coaching notes and further assessment detail require separate written learner consent. Sponsorship does not influence admission, marking or award decisions. |
| Agreed application opportunity and authorised data access           |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Institution, authorised signatory, signature and date               |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

### Feedback record

Table 173 • Feedback record

| Item                                                        | Entry |
|-------------------------------------------------------------|-------|
| Learner ID, assessment and date                             |       |
| Strength supported by evidence                              |       |
| Criterion requiring improvement and the expected correction |       |
| Reassessment or support agreed, and deadline                |       |

## H.5 External reading list and learning use

Source links were checked by the Handbook authors on 9 September 2026. The course owner confirms the current edition and the relevant sections before each cohort. These sources support learning; no endorsement



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**Table 174 • External reading list R1 to R10**

| Ref | Source                                                                                                         | Learning use                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| R1  | United Nations CEPA (2018). Principles of effective governance for sustainable development.                    | Use the effectiveness, accountability and inclusiveness clusters as a diagnostic lens, without treating them as a national legal instrument.                                                                                                                                                                                                                                                                                                                                                       |
| R2  | OECD (2020). OECD Public Integrity Handbook.                                                                   | Read the sections on responsibilities, merit, risk management, oversight and participation relevant to the weekly task.                                                                                                                                                                                                                                                                                                                                                                            |
| R3  | PEFA Secretariat (2016). PEFA 2016 Framework for assessing public financial management.                        | Read the overview and the indicators relevant to budget reliability, predictability and control, accounting and external scrutiny. Classroom exercises are not official PEFA assessments.                                                                                                                                                                                                                                                                                                          |
| R4  | International Monetary Fund (2019). Fiscal Transparency Code and supporting guidance.                          | Use the reporting, forecasting and budgeting, fiscal risk, and resource revenue pillars as reference points for transparent financial decisions.                                                                                                                                                                                                                                                                                                                                                   |
| R5  | PEFA Secretariat (2020). Supplementary Framework for Assessing Gender Responsive Public Financial Management.  | Use the nine-indicator framework to connect gender analysis with budgeting, execution, reporting and scrutiny.                                                                                                                                                                                                                                                                                                                                                                                     |
| R6  | United Nations DGACM (n.d.). Manual of Protocol.                                                               | Consult the current online manual and the host institution's protocol office. UN Headquarters procedures are context specific.                                                                                                                                                                                                                                                                                                                                                                     |
| R7  | United Nations (1961). Vienna Convention on Diplomatic Relations.                                              | Assigned provisions: Articles 3, 13 to 18, 22, 27, 29 to 32 and 41. Distinguish mission functions, precedence, privileges and responsibilities.                                                                                                                                                                                                                                                                                                                                                    |
| R8  | UNDP and University of Pittsburgh (2021). Global Report on Gender Equality in Public Administration.           | Read the executive summary and recommendations; distinguish representation from seniority, occupational segregation and influence.                                                                                                                                                                                                                                                                                                                                                                 |
| R9  | International Labour Organization (2019). Violence and Harassment Convention No 190 and Recommendation No 206. | Read the prevention, protection, reporting and remedy provisions as international reference standards. Application in a jurisdiction requires checking its current law and treaty position.                                                                                                                                                                                                                                                                                                        |
| R10 | United Nations DGACM (n.d.). Protocol and Liaison Service reference materials.                                 | Use current official reference materials to verify document conventions, names, titles and institutional procedures before an event. For workplace application, use the institution's current approved mandate, finance and procurement rules, civil service instruments and event-specific protocol instructions. Record issuer, version, date and applicability. Where authority is unclear, identify the decision that needs verification rather than presenting a classroom assumption as law. |

## H.6 Internal references of the Handbook

The Handbook cites nine internal RIYAADA documents. Older promotional details and example partnerships in them do not establish current legal recognition, accreditation or endorsement.

**Table 175 • Internal references I1 to I9**

| Ref | Document                                                                                                 | Cited for                                                                 | Status for this edition |
|-----|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------|
| I1  | RIYAADA Institute (2025). Programme Philosophy, Structure and Core Themes.                               | Philosophy and six Themes; capstones and integrity.                       | Supplied (S5)           |
| I2  | RIYAADA Academy (2024 edition shown on cover). Institutional profile.                                    | Institutional purpose, values and learning by doing.                      | Not supplied            |
| I3  | RIYAADA Institute (n.d.). Program Book Riyaada.                                                          | Purpose; executive structure; faculty ratios; rubrics RUB-801 to RUB-804. | Supplied (S10)          |
| I4  | RIYAADA Institute (2026). Executive Leadership, Governance and Strategic Management.                     | Frameworks, tiers and seven competencies; quality and implementation.     | Supplied (S8)           |
| I5  | RIYAADA Academy (2026). Admissions and Learner Eligibility Policy, RIYAADA-ADM-2026-006.                 | Principles, entry routes, RPL, language, terms, support and review.       | Not supplied            |
| I6  | RIYAADA Academy (2026). Online and Blended Learning Policy, RIYAADA-OBL-2026-008.                        | Modes, design, assessment, access, faculty and quality.                   | Not supplied            |
| I7  | RIYAADA Institute (2026). Governance and Organizational Structure, RIYAADA-INST-2026-004.                | Governing bodies, division responsibilities and review cycles.            | Not supplied            |
| I8  | RIYAADA Institute (2026). Hospital Leadership, Management and Governance training package, RA-HLMG-2026. | Applied teaching, certification and evaluation; session-plan structure.   | Supplied (S7)           |



| Ref | Document                                                  | Cited for                                                                                                      | Status for this edition |
|-----|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------|
| I9  | RIYAADA Institute (2026). Official Blank Master Template. | Seal, institutional identity, navy and gold styling, footer contact details and document-control architecture. | Not supplied as a file  |

## H.7 Glossary

Table 176 · Glossary of terms

| Term                                       | Meaning in this book                                                                                                                                                |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Academic and Quality Committee</b>      | The committee that approves new programmes and major revisions within the institutional governance framework.                                                       |
| <b>Academic Board</b>                      | The body that reviews curriculum, recognition of prior learning, assessment decisions and proposed delivery classifications.                                        |
| <b>Advanced Certificate (RL3)</b>          | An award of 24 to 30 RCP: a cluster of three Executive Courses plus a 7-RCP integrative assignment (8 RCP in Applied Research & Evaluation), or an approved track.  |
| <b>Applied assignment</b>                  | An assessed written output tied to a real or realistic institutional problem, marked with Rubric A.                                                                 |
| <b>Capstone</b>                            | The integrative assessed output of a programme. In the Executive Programmes it is a written dossier (75%) with an individual defence (25%).                         |
| <b>Certificate of Participation (RL1)</b>  | The lowest award type: it records attendance and carries no credit. A Statement of Attendance is not an award.                                                      |
| <b>Contact hours</b>                       | Hours of live or observed learning, including supervised practice and assessed live events.                                                                         |
| <b>Controlled wording</b>                  | Wording fixed in the Programme Catalogue and used without alteration in syllabi, slides and assessment rubrics.                                                     |
| <b>Course card</b>                         | A Catalogue entry that states aim, level, credit, outputs and the principal assessed artefact but has no full syllabus.                                             |
| <b>Credit validity</b>                     | Credit remains valid for five years from the award date.                                                                                                            |
| <b>Derived value</b>                       | A figure calculated from other published figures by the rules of Chapter 4 and marked as derived.                                                                   |
| <b>Executive Course (EXC)</b>              | An intensive course of four to seven days that produces an applied institutional output; RL2 Professional Certificate.                                              |
| <b>Executive Diploma (RL4)</b>             | An award of 60 RCP built from governance, leadership, execution and strategy cores, a defended capstone and a 90-day review.                                        |
| <b>Executive Fellowship (RL5)</b>          | An award of 90 RCP or more: the Diploma, or an approved equivalent, plus a supervised transformation portfolio and verified implementation evidence.                |
| <b>Executive Programme (EXP)</b>           | An applied programme of six to twelve weeks built from subjects of thirty notional hours with a capstone and reflective workshop.                                   |
| <b>Integrative assignment</b>              | The assessed synthesis that completes an Advanced Certificate or a track: a written dossier (75%) and a panel defence (25%).                                        |
| <b>Kirkpatrick Levels 1 to 4</b>           | The four levels of training evaluation used in the quality system: reaction, learning, behaviour and results.                                                       |
| <b>Learning outcome</b>                    | A statement of what a learner can do on completion, written with an observable verb and assessed.                                                                   |
| <b>Long Course (LNC)</b>                   | A twelve-week extended professional course carrying seven or ten RCP.                                                                                               |
| <b>Micro-credential</b>                    | A Short Course that may be stacked with others into a micro-credential track.                                                                                       |
| <b>Not yet competent</b>                   | The result for a learner below 60 overall or with an unmet mandatory gate. Feedback and remediation follow.                                                         |
| <b>Notional hours</b>                      | The total learning time expected of a learner: taught sessions, preparation, independent study, workplace application and assessment.                               |
| <b>Professional Certificate (RL2)</b>      | An award of 4 to 18 RCP for one course or programme.                                                                                                                |
| <b>Recognition of prior learning (RPL)</b> | Credit awarded for prior learning, capped at one third of the credit of an award. The final integrative subject, the capstone and the defence cannot be recognised. |
| <b>Registrar</b>                           | The officer who verifies entry, records offers and terms, and maintains learner and award records.                                                                  |
| <b>Safeguard</b>                           | A mandatory competence requirement of a programme. A high average cannot compensate for a failed safeguard.                                                         |



| Term                              | Meaning in this book                                                                                                                                                                                            |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School (S1 to S4)</b>          | One of four academic groupings of Executive Courses: Governance & Public Leadership; Health Systems, Policy & Financing; Strategy, Management & Institutional Transformation; Research, Evaluation & Knowledge. |
| <b>Short Course (SHC)</b>         | A course of two to four weeks that carries a Professional Certificate and may be stacked into a micro-credential track.                                                                                         |
| <b>Simulation</b>                 | An observed, role-based exercise assessed with Rubric S.                                                                                                                                                        |
| <b>Source-documented emphasis</b> | The framework and competency statement of a first-edition source, kept on a course page without being treated as a controlled mapping.                                                                          |
| <b>Syllabus status</b>            | Approved, Documented or Course card: how complete the syllabus is and where it comes from (Reader's guide).                                                                                                     |
| <b>Syllabus standard</b>          | The fourteen-field standard that every syllabus must meet (Chapter 9).                                                                                                                                          |
| <b>Theme (T1 to T6)</b>           | One of the six teaching themes of the Programme Philosophy that organise the Long and Short Courses.                                                                                                            |
| <b>Tier (01 to 03)</b>            | The management level a course primarily serves: top, middle or supervisory and first-line management.                                                                                                           |
| <b>Track (TR)</b>                 | A proposed combination of three or four Short Courses and the integrative assignment that leads to an Advanced Certificate.                                                                                     |

## Further abbreviations used in course pages

Table 177 · Further abbreviations

| Term         | Meaning                                          | Term        | Meaning                                         |
|--------------|--------------------------------------------------|-------------|-------------------------------------------------|
| <b>ECTS</b>  | European Credit Transfer and Accumulation System | <b>IDSR</b> | Integrated Disease Surveillance and Response    |
| <b>EOC</b>   | Emergency Operations Centre                      | <b>KPI</b>  | Key performance indicator                       |
| <b>EWARN</b> | Early warning, alert and response network        | <b>PEFA</b> | Public Expenditure and Financial Accountability |
| <b>ICS</b>   | Incident Command System                          | <b>PFM</b>  | Public financial management                     |
| <b>HICS</b>  | Hospital Incident Command System                 | <b>SOP</b>  | Standard operating procedure                    |