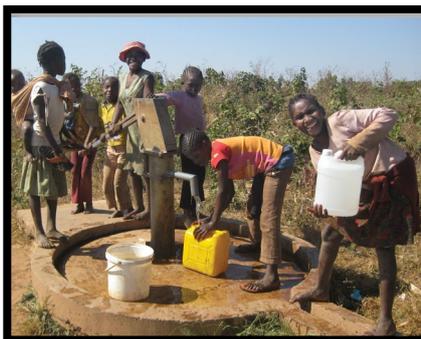


# Global Health



MSc, PGDip, PG Cert



**Course leader:** Dr Anne Gatuguta

**Programme Administrator:** Liz Morris

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## Programme Overview

The health and wellbeing of people differs widely across the globe. Life expectancy varies from just over 50 years in some countries to 85 in others, and similar inequalities exist within countries and regions. Economies, environments and societies are increasingly heterogeneous, but also interconnected and interdependent. Thus, many complex factors and processes simultaneously operating from the local to the global spheres affect the health and ill-health of individuals, groups and populations. As these factors change, so do the challenges and opportunities for improving health locally and globally.

The global health programme at the **Brighton and Sussex Centre for Global Health Research** aims to develop students' understanding of the complex determinants of ill-health in a globalised world and of the potential solutions in order to help them contribute to the improvement of health and the achievement of health equity and social justice worldwide. With this purpose, this programme offers an inter-, multi- and cross-disciplinary approach to health and ill-health. The course brings together experts from the health sciences, development studies, socio-cultural and medical anthropology, ethics and political sciences amongst others in order to deliver a stimulating and vibrant programme. Topics covered include: determinants of health and ill-health in a globalised world; poverty and the health-development link; disease burden; health policy and interventions; cultural understandings of health and healing; access to medicines; and the relationship between health inequality, globalisation and global governance.

## Programme Structure

Course	Core Modules	Optional Modules (Choice of two)
<b>Global Health MSc</b>	<ul style="list-style-type: none"> <li>✓ Global Health Principles</li> <li>✓ Global Burden &amp; Management of Disease</li> <li>✓ Research Practice in Global Contexts</li> <li>✓ Dissertation (Research Project)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Health and Development</li> <li>✓ Conflict, Violence and Health</li> <li>✓ Communicable Diseases</li> <li>✓ Access to Medicines</li> <li>✓ Anthropology of Fertility, Reproduction and Health</li> <li>✓ Anthropological Perspectives on Mind, Madness and Mental Health</li> </ul>
<b>Global Health PGDip</b>	<ul style="list-style-type: none"> <li>✓ Global Health Principles</li> <li>✓ Global Burden &amp; Management of Disease</li> <li>✓ Research Practice in Global Contexts</li> </ul>	<ul style="list-style-type: none"> <li>✓ Health and Development</li> <li>✓ Conflict, Violence and Health</li> <li>✓ Communicable Diseases</li> <li>✓ Access to Medicines</li> <li>✓ Anthropology of Fertility, Reproduction and Health</li> <li>✓ Anthropological Perspectives on Mind, Madness and Mental Health</li> </ul>
<b>Global Health PGCert</b>	<ul style="list-style-type: none"> <li>✓ Global Health Principles</li> </ul>	<ul style="list-style-type: none"> <li>✓ Global Burden &amp; Management of Disease</li> <li>✓ Conflict, Violence and Health</li> <li>✓ Communicable Diseases</li> <li>✓ Access to Medicines</li> </ul>

## What the course offers

- ✓ A stimulating class environment which gathers students from a wide range of disciplinary backgrounds and nationalities.
- ✓ Dynamic and interactive teaching methods, including seminars, group discussions, and the exploration of real life case studies to facilitate a critical understanding of existing global health problems and their potential solutions.
- ✓ A wide range of learning resources at Brighton and Sussex Medical School (BSMS), the Universities of Brighton and Sussex and the Institute of Development Studies (IDS) to help students manage their own learning.
- ✓ Interdisciplinary learning: a unique multi, trans and interdisciplinary approach to research and practice that reflects our wide-ranging expertise in international development, epidemiology, communicable, non-communicable and neglected tropical diseases (NTDs), medical anthropology, global health ethics and global health governance.
- ✓ Two terms of campus-based teaching surrounded by the beautiful South Downs, just a few minutes from vibrant Brighton.
- ✓ One term focused on a research-based dissertation, for which students can choose to be based overseas.
- ✓ Teaching methods informed by, and reflective of, a strong research culture.
- ✓ Teaching by internationally renowned experts.
- ✓ Links with action-research projects around the world.

## Career Outcomes

Graduates from this course will have the skills to work as global health practitioners, policy makers, consultants or researchers within governments, universities, NGOs and international health and development agencies.

Previous graduates have gone into a range of careers, including working for national and international NGOs, the NHS and Public Health England (PHE). Others are working in national and international-level research organisations and universities, and some have continued further postgraduate training at PhD level.

What some of our graduates are doing now (for more information please visit our website):

- **Health Delegate** - Spanish Red Cross (MSc GH 2012)
- **Regional Programme Manager** - Marie Stopes International (MSc GH 2013)
- **Programme Officer and Fundraiser** - Feba (MSc GH 2012)
- **Quality Assurance Advisor** - Save the Children (MSc GH 2012)
- **Research Officer** - Public Health England (MSc GH 2015)
- **Research Analyst** - International Food Policy Research Institute (MSc GH 2017)
- **Grants officer**- BRAC UK (MSc GH 2018)

## Core Modules

### MDM101- Global Health Principles (GHP) 20 credits

This module provides the foundations for the study of global health. The module helps students understand the complex determinants of health and ill-health in a globalised world and aims to develop an understanding of the diversity of factors and processes that can impact the health or ill-health of individuals and societies around the world.

Taught on Tuesdays (10am-12, 1-3.30pm)

**Assessment: Essay 70% and Poster 30%**

### MDM102 - Global Burden and Management of Disease (GBMD) 20 credits

This module introduces students to the spectrum of disease, injury and disability found across the world, focusing on the most prevalent health problems globally. It explores the existing control measures and the actors involved in order to develop students' ability to understand and critically approach the strategies used to prevent and manage disease and disability globally and locally.

Taught on Thursdays (10am-12, 1-4pm)

**Assessment: Written exam 75% and Oral Presentation 25%**

### MDM174 – Research Practice in Global Contexts

This module empowers students to plan and conduct ethical research within the field of global health and allied disciplines. Through a range of lectures, seminars and hands-on research workshops the module builds students' critical understanding of the role of evidence for policy and practice and advances their theoretical and practical research skills in order to develop their ability to contribute to future research, policy and practice.

Taught on Wednesdays (10am-12, 1-4pm)

**Assessment: Research proposal 65% and a Practical Research Assignment 35%**

### MDM103 - Dissertation (Research Project) – 60 Credits

The dissertation allows students to develop an area of expertise through in-depth focus on a topic of their particular interest, with support from a supervisor. Students can gain first-hand research experience with one of our overseas partner institutions. Students are expected to learn and work independently, access and critique information from a variety of sources, and competently design and report a research project. Students will be required to obtain ethics approvals when needed.

Teaching: students receive a detailed handbook, optional research skills workshops and are allocated a supervisor who guides them throughout the research project.

**Assessment: 15,000 word dissertation or research report 100%**

## Optional modules

### Communicable Diseases

The module aims to provide students with a comprehensive understanding of communicable diseases globally. It will empower students to critically assess current policies and programmes designed to prevent and control communicable diseases.

**Assessment: Critical appraisal and Essay**

### Conflict, Violence and Health

This module builds students' critical understanding of the complex relationship between conflict, violence and health. It will examine conflict and violence at individual, community, national and global levels, critically analysing the factors and relationships that influence the development of different forms of violence in diverse contexts. The module helps students engage with and critically explore inter-disciplinary, inter-sectoral and inter-institutional interventions for prevention and control.

**Assessment: Policy Advocacy Brief and Essay**

### Access to Medicines

The module introduces students to the importance of Access to Medicines for improving health and health equity globally. Some of the issues covered in this module are: Drug discovery and development, medicines manufacture, substandard and counterfeit drugs; medicines pricing and affordability; medicine procurement, supply and shortages; adherence to medicines, etc.

**Assessment: Presentation and Essay**

### Health and Development

Despite current medical and technological advances, health status is desperately low in many parts of the world and millions of people lack access to basic services. This module examines a selection of some of the major issues facing health and development the 21st century. It explores how changes in demography, the burden of disease and the relative roles of markets, states and civil society have affected health problems and responses.

**Assessment: Policy Briefing and Essay**

### Anthropological Perspectives on Mind, Madness and Mental Health

In dialogue with work in psychiatry, psychology and sociology, this module explores sociocultural perspectives on the shaping of selfhood, emotions, distress and mental health. It will draw on research informed by fieldwork carried out in both the Global North and Global South: in communities, psychiatric clinics, marketing campaigns for psycho-pharmaceutical medications, religious settings, humanitarian interventions, and the international circuit of neuropsychiatric conferences and knowledge production.

**Assessment: Essay**

## Anthropology of Fertility, Reproduction & Health

The module uses social and cultural perspectives to examine academic and policy work in the area of reproduction, sexuality and health. A particular concern is with the existence and experience of sexual and reproductive inequalities in diverse social and cultural settings. Contrary to popular belief, reproduction is a process which is as much about men as it is about women, and is studied in the context of, for example, male fertility/infertility, masculinity, fatherhood and male sexual health. The module builds upon the theoretical perspectives on kinship, procreation, social reproduction, sexuality, personhood, reproductive technologies and human rights.

**Assessment: Essay**

### Teaching schedule and course structure

Students should aim for a 100% attendance record. An attendance record of at least 80% is normally required in order to pass all modules.

#### Timing of core and optional modules

Autumn term (Sept. – Jan.)	Spring term (Feb. – May)	Summer term (June- Sept.)
Global Health Principles Global Burden and Management of Disease Research Practice in Global Contexts	Optional Modules (choice of two)	Dissertation (Research Project) (Preparation for dissertation takes place throughout the Autumn and Spring terms with data collection and write up in the Summer term.)

After submitting the assignments for their optional modules (at the end of May) students work on their dissertations/research projects with the help of their supervisor/s. The submission deadline for the dissertation is to be completed is the first week of September, but students can submit earlier if desired.

## Course Pathway - Full Time Students

### First term

Induction day – TBC

Teaching starts the week after induction week: TBC

MDM101 - Taught on Tuesdays (10am – 4pm) for 12 weeks.

MDM174 - Taught on Wednesdays (10am - 4pm) for 12 weeks

MDM102 - Taught on Thursdays (9.30am – 4.30pm) for 12 weeks.

### Second Term

2 optional modules are taken from February, usually 3 hours on one day per week for each module for 10/12 weeks.

Academic Skills Workshops (Optional) – dates TBC

### Third Term

The Dissertation/Research Project is developed and written.

## Course Pathway - Part Time Students: Year 1

### First term

Induction day – TBC

Teaching starts the week after induction week: TBC

MDM101 - Taught on Tuesdays (10am – 4pm) for 12 weeks.

MDM102 - Taught on Thursdays (9.30am – 4.30pm) for 12 weeks.

### Second Term

1 optional module is taken from February, usually 3 hours on one day for 10/12 weeks.

## Course Pathway - Part Time Students: Year 2

### First term

Teaching starts the week after induction day.

MDM174 - Taught on Wednesdays (10am - 4pm) for 12 weeks

### Second Term

1 optional module is taken from February, usually 3 hours on one day for 10/12 weeks.

Academic Skills Workshops (Optional) – dates TBC

### Third Term

The Dissertation/Research Project is developed and written.

## What our students say

“Thought-provoking”

“Inclusive, inspiring, life-changing”

“The level of support, interaction and access to course tutors/supervisors is second to none”

“I feel so much more confident with research as a result of this course”

“Thank you for helping me grow and develop as an academic and as a person”

“Great variety of speakers”

“Completing the MSc in Global Health made my career change possible. I had been particularly interested in global health for a long time, and I’d always known I wanted to work in the development or humanitarian sectors, but I didn’t really know where to start. My masters at BSMS made it possible for me to shift my career in that direction and start working on what I really enjoy’.

See the opinion of one of our recent students here:

‘ ... I’ve already been taught by some of the leading researchers in Global Health and had a sneak peek into the insights that will shape the next 20 years of the field. And what is even greater than hearing these inspirational people speak, is having them listen. As a Masters student, you are taken seriously. When you have an opinion, people listen. Sometimes they will challenge your point of view and sometimes you will challenge theirs. This two-way exchange is a great thing to be a part of.

I felt pretty lost at the end of my undergraduate degree and, thought I was ‘qualified for nothing!’ when looking at various job websites but I can already see that the end of this Masters won’t put me back there. I’m gaining contacts, job ideas, transferrable skills and confidence through my course that will help me immensely when I’ve finished!’

<https://www.findamasters.com/advice/blog/blog-post.aspx?bpid=1820&ct=157>

## Teaching and Learning Methods

The programme combines traditional teaching techniques with dynamic and interactive methods, using case studies alongside current evidence and insights from various relevant disciplines to facilitate students' understanding of global health issues, their complex determinants and their potential solutions.

The teaching methods are informed by and reflective of a research culture. Students are encouraged to self-direct and manage their own learning through making use of the wide range of available learning resources at BSMS and its parent universities, the University of Brighton (UoB) and the University of Sussex (UoS). The dissertation allows students to develop an area of expertise through the in-depth focus on a topic of their particular interest.

Methods include:

- ✓ **Formal lectures** to provide an overview of the main developments, debates and controversies related to a subject;
- ✓ **Seminars and discussions** to enable students to critically explore concepts and ideas raised in lectures and elsewhere in more depth;
- ✓ **Workshops** to consolidate practical understanding of relevant material and provide an environment where students can work on problems (guidance can be sought if needed);
- ✓ **Tutorials** to encourage students to work together to solve problems and develop peer learning skills, with guidance from a member of the teaching team when necessary. Tutorials also provide an opportunity for students to raise any specific questions or concerns they may have;
- ✓ **Presentations** from students to their colleagues to encourage peer learning whilst also developing students' presentation skills;
- ✓ **Self-directed learning** forms a significant component of the course. Students are expected to take ownership of their learning;
- ✓ **Group work** to help students develop inter- and cross-disciplinary skills;

## Student Support

BSMS students are full members of both the University of Brighton (UoB) and the University of Sussex (UoS) and have access to the learning and support resources of both universities.

Ongoing student support can be accessed through personal tutors and supervisors, through individual module leaders for module-specific advice, or through the course leader. Students also benefit from support from the dedicated advisers of the BSMS Student Support team, who are able to help on a wide range of welfare issues.

Study support, language training and specific academic skills workshops and tutorials are also available throughout the course via BSMS, the University of Brighton and the University of Sussex.

## Programme Aims and Learning Outcomes

### MSc Global Health

180 credits

(1 year FT/ 2 years PT)

#### Aims

1. To develop students' depth of knowledge and systematic understanding of major existing and emerging global health problems, their complex determinants and their potential solutions, informed by current scholarship and research;
2. to develop students' ability to critically assess knowledge and evidence at the forefront of the global health discipline;
3. to provide an opportunity for students to complete a rigorous, personal and independent research project at the forefront of the discipline of global health;
4. to develop students' ability to contribute to future global health research, policy and practice.

#### Learning Outcomes

On successful completion of the MSc students are expected to be able to:

1. Apply comprehensive knowledge and systematic understanding of the debates, approaches, theories and sciences that underlie global health research, policy and practice;
2. use theoretical and research-based knowledge from the forefront of the global health discipline to synthesize information, and to critically evaluate and reason alternative approaches to the major existing and emerging global health problems and their potential solutions;
3. understand and manage the implications of global health ethical dilemmas;

On successful completion of the MSc students are also expected to have developed the skills and capacity necessary to:

4. Use a full range of information sources and, through a high level of conceptual understanding, critically evaluate the information obtained;
5. act autonomously and use originality in problem solving;
6. make decisions in challenging situations;
7. use initiative and take responsibility for independent, self-critical learning, managing own requirements for continuing professional development and working collaboratively with others where appropriate;
8. complete a rigorous personal and independent research project at the forefront of the discipline of global health;
9. engage confidently in academic written and oral communication with others, reporting information clearly, autonomously and competently.

## PGDip Global Health

120 credits

(1 year FT/ 2 years PT)

### Aims

1. To develop students' depth of knowledge and systematic understanding of major existing and emerging global health problems, their complex determinants and their potential solutions, informed by current scholarship and research;
2. to develop students' ability to critically assess knowledge and evidence at the forefront of the global health discipline;
3. to develop students' ability to contribute to future global health research, policy and practice.

### Learning Outcomes

On successful completion of the PGDip students are expected to be able to:

1. Demonstrate comprehension of the debates, approaches, theories and sciences that underlie global health research, policy and practice;
2. use theoretical and research-based knowledge from the forefront of the global health discipline to synthesize information, and to critically evaluate and reason alternative approaches to the major existing and emerging global health problems and their potential solutions;
3. understand the implications of global health ethical dilemmas;

On successful completion of the PGDip students are also expected to have developed the skills and capacity necessary to:

4. Use a full range of information sources and, through a high level of conceptual understanding, critically evaluate the information obtained;
5. make decisions in challenging situations;
6. use initiative and take responsibility for independent, self-critical learning, managing own requirements for continuing professional development and working collaboratively with others where appropriate;
7. engage confidently in academic written and oral communication with others, reporting information clearly, autonomously and competently.

## PGCert Global Health

60-80 credits

(1 year FT/ 2 years PT)

### Aims

1. To develop students' knowledge and understanding of major existing and emerging global health problems, their complex determinants and their potential solutions, informed by current scholarship and research;
2. to develop students' ability to critically assess knowledge and evidence at the forefront of the global health discipline;
3. to develop students' ability to contribute to future global health practice.

### Learning Outcomes

On successful completion of the PGCert students are expected to be able to:

1. Demonstrate comprehension of the theories and sciences that underlie global health policy and practice;
2. use research-based knowledge from the forefront of the global health discipline to synthesize information, and to critically evaluate the major existing and emerging global health problems and their potential solutions;
3. understand the implications of global health ethical dilemmas;

On successful completion of the PGCert students are also expected to have developed the skills and capacity necessary to:

4. Use a full range of information sources and, through a good level of conceptual understanding, critically evaluate the information obtained;
5. make decisions in challenging situations;
6. use initiative and take responsibility for independent, self-critical learning, managing own requirements for continuing professional development and working collaboratively with others where appropriate;
7. engage confidently in academic written and oral communication with others, reporting information clearly, autonomously and competently.

## Entry Requirements

A first- or upper second-class undergraduate honours degree or equivalent in any Global Health-related subject (e.g. anthropology, biomedical sciences, development studies, veterinary sciences, political sciences, human geography, psychology, nursing, etc.) or the successful completion of at least three years' basic medical science at a UK medical school (having gained at least 360 credits). We welcome students from a wide range of academic backgrounds, so please do get in touch if you aren't sure if your degree subject would be relevant.

Relevant global health experience (paid or unpaid) is helpful but not essential.

### English Language (IELTS)

Our standard English language requirement for international students is a minimum score of 7, with no less than 6.5 in each section.

Due to the current situation, we are accepting a wider range of English language qualifications for entry in 2021. For more information, please see the University of Brighton's website: [English language requirements](#).

## Application Deadline

The standard deadline for applications is **31<sup>st</sup> July 2020**. If you wish to apply after this deadline, please contact us.

## Fees

Fees for the 2020-21 academic year are listed in the table below. We typically expect fees to rise

MSc	PGDip	PGCert
UK £8,262	UK £5,508	UK £2,754
International £15,156	International £10,008	International £5,004

Please note the Global Health Team do not have information regarding fees payments. For information on this please contact: [income@brighton.ac.uk](mailto:income@brighton.ac.uk) or visit this link: <https://www.brighton.ac.uk/current-students/my-finances/fees/how-to-pay-your-fees.aspx>

## Funding

BSMS offers either one or two scholarships for students admitted to a full-time Master's degree in Global Health at the Brighton and Sussex Centre for Global Health Research. Scholarships are awarded on the basis of academic and/or professional merit and financial need. **The deadline for application is the end of June 2021.** Please visit the [BSMS website](#) for more information.

BSMS full-time Masters students are eligible to apply for the Sussex Graduate Scholarship and the Chancellor's Masters Scholarship offered by the University of Sussex. For more information about University of Sussex scholarships, please see [Masters scholarships](#).

Government loans for postgraduate study are now available for the Global Health MSc; please look for the course under **Health Policy PG** when applying. Students applying for a postgraduate loan for a BSMS course should put the **University of Brighton** as their institution on their application. You can find out more about postgraduate loans here: [Government grants and loans](#)

## How to apply

You will need to apply for BSMS postgraduate courses via the University of Brighton online application system.

[Apply here for the Global Health programme](#)

A general guide on the application process is also available at [Applying for postgraduate courses](#).

Please check our entry requirements before submitting your application. You are welcome to contact the course leader if you would like to talk over your application. For more general questions on your application please contact our Admissions team via: [Enquiries@brighton.ac.uk](mailto:Enquiries@brighton.ac.uk)

Selected candidates will be invited for interview. This will usually be via a video or phone call. Following interview, successful candidates will receive either a conditional or unconditional offer (depending on whether they have already met the entry requirements).

## Any more questions?

Further information on the Global Health course is available on the BSMS website: [Global Health programme](#)

If you have any further questions about the course, please contact the course team via [globalhealthteaching@bsms.ac.uk](mailto:globalhealthteaching@bsms.ac.uk)