

Global Health



MSc, PGDip, PG Cert

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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 medicine, public health, biomedical 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
- access to medicines
- health inequality;
- globalisation and global governance
- epidemiological concepts
- economic evaluation
- infections including emerging infections, neglected diseases, antimicrobial resistance
- sustainability and climate change
- conflict and violence, migration and humanitarian health

Programme Structure

The courses (MSc, PGDip or PGCert) can be completed full-time in 1 year, or part-time over 2 years. Students can also enrol for individual modules and credits earned can be used in the future towards completing the full MSc.

Course	Core Modules	Optional Modules Three 20-credit modules or two 30-credit modules
Global Health MSc	<ul style="list-style-type: none"> ✓ Globalisation and Health ✓ Global Burden & Management of Disease ✓ Research Practice in Global Contexts ✓ Dissertation (Research Project) 	<ul style="list-style-type: none"> ✓ Conflict, Violence and Health (20 credits) ✓ Infectious, Emerging and Neglected Diseases (20 credits) ✓ Access to Medicines (20 credits) ✓ Economic Evaluation in Health Care (20 credits) ✓ Epidemiology (20 credits) ✓ Essential Statistics (20 credits) ✓ Advanced Qualitative Research Methods (20 credits) ✓ Decolonising Health: Reimagining Health Equity (20 credits) ✓ Health and Development (30 credits) ✓ Anthropological Perspectives on Mind, Madness and Mental Health (30 credits)

Course	Core Modules	Optional Modules Three 20-credit modules or two 30-credit modules
Global Health PGDip	<ul style="list-style-type: none"> ✓ Globalisation and Health ✓ Global Burden & Management of Disease ✓ Research Practice in Global Contexts 	<ul style="list-style-type: none"> ✓ Conflict, Violence and Health (20 credits) ✓ Infectious, Emerging and Neglected Diseases (20 credits) ✓ Access to Medicines (20 credits) ✓ Economic Evaluation in Health Care (20 credits) ✓ Epidemiology (20 credits) ✓ Essential Statistics (20 credits) ✓ Advanced Qualitative Research Methods (20 credits) ✓ Decolonising Health: Reimagining Health Equity (20 credits) ✓ Health and Development (30 credits) ✓ Anthropological Perspectives on Mind, Madness and Mental Health (30 credits)

Course	Core Modules	Optional Modules Two 20-credit modules
Global Health PGCert	✓ Globalisation and Health	<ul style="list-style-type: none"> ✓ Global Burden & Management of Disease (20 credits) ✓ Conflict, Violence and Health (20 credits) ✓ Infectious, Emerging and Neglected Diseases (20 credits) ✓ Access to Medicines (20 credits) ✓ Economic Evaluation in Health Care (20 credits) ✓ Epidemiology (20 credits) ✓ Essential Statistics (20 credits) ✓ Advanced Qualitative Research Methods (20 credits) ✓ Decolonising Health: Reimagining Health Equity (20 credits)

What the course offers

The course offers a student-centred environment for learning with comprehensive academic and pastoral support tailored to student needs. Innovative teaching is delivered to support different learning styles and includes interactive and participatory approaches. Assessments are tailored to support students' learning and develop critical skills to use in their professional careers including critical analysis, oral and written communication, advocacy, planning and problem solving among others. Some highlights of the course include:

- ✓ 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, public health and 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.

Roles some of our graduates have taken (for more information please visit our website):

- **Health Delegate** - Spanish Red Cross
- **Regional Programme Manager** - Marie Stopes International
- **Programme Officer and Fundraiser** - Feba
- **Quality Assurance Advisor** - Save the Children
- **Research Officer** - Public Health England
- **Research Analyst** - International Food Policy Research Institute
- **Grants officer**- BRAC UK
- **Research Manager**- Medical Research Foundation
- **PhD student**- Liverpool School of Tropical Medicine
- **Quality Manager**- Save the Children International
- **Lecturer in Public Health**- University of Sunderland, London
- **PhD Student** – University of Brighton

Core Modules

MDM101- Globalisation and Health (GHP) 20 credits

This module provides students with a conceptual and practical understanding of the multiple, broad and often interrelated socio-political and economic determinants of health and ill-health within and across countries. In so doing the module empowers students to use a political economy of health perspective to critically examine current global health challenges and their potential solutions.

Assessment: Essay 75% and Poster 25%

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.

Assessment: Exam 75% and Oral Presentation 25%

MDM174 – Research Practice in Global Contexts (20 credits)

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.

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

Infectious, Emerging and Neglected Diseases

The module aims to provide students with a comprehensive understanding of Infectious, Emerging and Neglected Diseases globally. It will empower students to critically assess current policies and programmes designed to prevent and control Infectious, Emerging and Neglected Diseases.

Assessment: Topical Writing Assignment 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

Economic Evaluation in Health Care

Starting from introducing the basic concepts in health economics, this module advances on methodological principles and recent developments in the theory and practice of economic evaluation. The module covers the main areas of economic evaluation including methods for measuring and analysing costs and health outcomes, ways of handling uncertainty, basics of economic modelling and principles of decision-making.

Assessment: Essay and Exam

Epidemiology

This module promotes the systematic understanding of epidemiological theory and practice as a basic science in public health. It provides fundamental concepts for designing, conducting, analysing, and evaluating epidemiological studies and health services research.

Assessment: Written Examination and Narrated PowerPoint Presentation

Essential Statistics

This module is specifically designed for doctors and other health professionals who wish to improve their understanding and use of statistical methods and techniques. It is a pragmatic

module and participants will be able to apply their learning immediately to practical applications using SPSS. They will produce reports demonstrating their ability to manipulate, interpret and apply data in real life and research situations.

Assessment: Written Assignment consisting of 6 written reports

Advanced Qualitative Research Methods

The aim of this module is to equip students with in-depth understanding of a range of key principles, approaches, methods and challenges in qualitative healthcare research in order to expand their field of study and to enable them to have a positive potential impact professionally. The module is aimed at students with an introductory understanding of qualitative research and will be organised around the exploration of different modes of qualitative enquiry, such as those enabled by the study of (a) human experiences, perspectives, and stories; (b) human practices; (c) social and material relationships and networks, i.e. interaction between humans and digital and non-digital technologies, the environment, etc.; (d) participatory and collaborative models of knowledge production. The module will also enable student to discuss and reflect upon what constitutes ethically sound qualitative research practice and on the importance of patient and public involvement in healthcare research. The module will encourage students to embed their academic learning with their applied professional practice in a multi professional setting.

Assessment: Written Assignment and Oral Presentation

Decolonising Health: Reimagining Health Equity

This module develops the skills and critical understanding needed to decolonise health so through diverse knowledge sources. Decolonisation is explored in terms of knowledge and research, medical practice, health concepts and systems, and health institutions. We bring together students and lecturers in an inter-professional, inter-disciplinary and collaborative learning environment, encouraging them to critically analyse strategies to challenge colonial legacies in health settings, universities and beyond.

Assessment: Essay, Presentation and Policy Brief

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 collaboration with work in psychiatry, psychology and sociology, students will explore sociocultural perspectives on the shaping of selfhood, emotions, distress and madness. You will draw on anthropological 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: Term Paper

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

The course is delivered in-person maximising opportunities for learning using our popular interactive classroom sessions. This is augmented with online delivery when necessary.

Block scheduling allows you to focus on one module at a time allowing you to engage with the subject with reduced distraction. It also supports a better life-study balance, enabling you to better schedule other responsibilities such as work and family if needed.

Autumn term (Sept – Jan)	Spring term (Feb – May)	Summer term (June – Sept)
Globalisation and Health Global Burden and Management of Disease Research Practice in Global Contexts	Optional Modules (two 30-credit modules or 3 20-credit modules)	Dissertation (Research Project) (Preparation for dissertation takes place throughout the Autumn and Spring terms with data collection and write up in the Summer term.)

Block Teaching Dates for 2024/25

In-Person Induction Day: Tuesday 24 September 2024

Core Modules

MSc students must take all the below modules. Full-time students will take all these modules during the autumn term of 2024.

Module	Credits	Teaching Dates	Assessment Dates	Module Leader
MDM101 Globalisation and Health	20	2 – 4 and 7 – 8 October 2024 Assessment Tutorials: 22-23 Oct 2024	Formative: 17 Oct 2024 Essay: 21 Nov 2024 Poster: 6 Dec 2024	Dr Mei Trueba
MDM174 Research Practice in Global Contexts	20	28 – 30 Oct and 4 – 6 Nov	Interviews: 8 – 9 Jan 2025 Proposal: 13 Feb 2025	Dr Sohail Jannesari
MDM102 Global Burden and Management of Disease	20	25 – 27 November and 2 – 4 December 2024	Mock exam (optional): 19 Dec 2024 Presentation: 22/23 Jan 2025 Exam: 30 Jan 2025	Dr Anne Gatuguta

Optional Modules

Students will need to take 60 credits of optional modules.

Module	Credits	Teaching Dates	Assessment Dates	Module Leader
GH710 Infectious, Emerging and Neglected Diseases	20	3 – 5 and 10 – 11 February 2025	Topical Writing: 6, 14 and 27 Mar 2025 Essay: 27 Mar 2025	Dr Anne Gatuguta
MDM175 Conflict, Violence and Health	20	10 – 12 and 17 – 18 March 2025	Essay: 8 May 2025 Policy Advocacy Brief: 15 May 2025	Dr Sohail Jannesari
MDM150 Access to Medicines	20	7 – 9 and 14 – 15 April 2025	Presentation: 22 May 2025 Essay: 29 May 2025	Dr Sohail Jannesari
MDM190 Economic Evaluation in Health Care	20	30 April – 2 May and 6 – 7 May 2025	Assignment: 12 Jun 2025 Exam: 19 Jun 2025	Dr Natalia Ivashikina & Dr Saeideh Babashahi
MDM12 Epidemiology	20	24 – 28 February 2025	Exam: 28 Apr 2025 Recorded Presentation: 3 Jun 2025	Dr Gemma Archer & Dr Marija Pantelic
MDM66 Essential Statistics	20	13 – 17 January 2025	Assignment: 1 Apr 2025	Dr Kavi Sharma
MDM201 Advanced Qualitative Research Methods	20	6 –7 March and 19 –21 March 2025	Assignment: 3 Jun 2025 Take-home Exam: 19 Jun 2025	Dr Sara Donetto
MDM202 Decolonising Health: Reimagining Health Equity	20	6 –7 Feb, 28 Mar, 16 Apr, and 29 – 30 May 2025	Assignment: 27 June 2025	Dr Sohail Jannesari
Health and Development (IDS)	30	TBC	May 2025 assessment period	Dr Syed Abbas
Anthropological Perspectives on Mind, Madness and Mental Health (UoS)	30	TBC	May 2025 assessment period	Dr David Orr

Dissertation

Module	Credits	Teaching Dates	Assessment Dates	Module Leader
MDM103 Dissertation	60	Supervision throughout year	Preliminary Proposal: 12 Dec 2024 Submission: 3 Sep 2025	Dr Anne Gatuguta

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 – **24 September 2024**

MDM101 – **October 2024**

MDM174 – **November 2024**

MDM102 – **December 2024**

Second Term

Students have the option of taking either three 20-credit optional modules, or two 30-credit optional modules. 20 credit optional modules are provided through BSMS; 30-credit optional modules are provided by the University of Sussex and the Institute of Development Studies (IDS).
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 – **24 September 2024**

MDM101 – **October 2024**

MDM102 – **December 2024**

Second Term

One 20-credit or 30-credit optional module.

Course Pathway - Part Time Students: Year 2

First term

Teaching starts the week after induction day.

MDM174 – **November 2024**

Second Term

Two 20-credit or one 30-credit optional modules.
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".

"The Global Health course has been very well structured to support learning. Learning from experts in the field has made the content so much more interesting and all the lecturers have been very supportive and responsive."

See the opinion of one of our previous students here for a peek into our solid history of excellence in learning and teaching:

‘ ... 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/blog/1820/my-first-two-months-as-a-masters-student-findamasters-scholarship-winner-2016>

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;



Students presenting in our Charity Challenge (2022-23)

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).

Applicants with a 2.2 degree with relevant global health experience will be considered on an individual basis.

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 6.5, with no less than 6 in each section.

Application Deadline

Generally, there's no deadline for applying for a postgraduate course at Brighton. However, we encourage you to apply as soon as possible to secure your place as the course is popular. Term starts in September 2024 and UK students are advised to apply by 1st September 2024. We may be able to consider later applications after this date – please contact us if you wish to apply after the deadline.

For international students who require a UK visa to study you should ensure you make your application with enough time to arrange your visa afterwards. The standard deadline for international students to submit their application is 31st July 2024. Please check [here](#) for updated details and deadlines to apply for your Confirmation of Acceptance of Studies (CAS) number, which you will need to make your visa application. (Please note different dates for different start dates).

Fees

Fees for the 2024/25 academic year are listed in the table below.

MSc	PGDip	PGCert
UK: £10,500	UK: £7,002	UK: £3,501
International: £21,500	International: £14,034	International: £7,017

Please note the Global Health Team do not have information regarding fees payments. For information on this please contact: 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 2024.** Please visit the [BSMS website](#) for more information.

There are other scholarships available to Global Health students which some of our students have been successful in getting, including the Chevening Scholarship which is open to international students. Please see our [webpage](#) for more details.

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

Selected candidates will be invited for an interview – this gives us an opportunity to get to know the student and their interests further, and gives them an opportunity to ask any questions they may have about the course. 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