



UK-Med. Distributing supplies after Typhoon Haiyan.



MANCHESTER  
1824  
The University of Manchester



Pacific Disaster Centre. The Philippines after Typhoon Haiyan.

## A degree to make a difference

This one-year, intercalated BSc in Global Health is designed for medical students who want to prepare themselves to be a global doctor. Knowledge about the interconnectedness of health and its determinants is a priority area for tomorrow's doctors and is recognised in the UK Government Strategy for Health 2014-2019.

The global community continues to suffer from poor quality health care systems and inequity in health outcomes. You will engage in critical analysis of the major challenges and opportunities in the global health agenda and of the developmental and humanitarian responses to these challenges including the global epidemic in HIV / AIDS, chronic diseases, trauma in developing countries, tropical diseases, and the emergence and rapid spread of infectious diseases.

All teaching draws on the expertise of academic researchers and policy analysts working in diverse fields including conflict, humanitarianism, anthropology, politics, development and global health, as well as medical and humanitarian professionals from organisations such as Médecins Sans Frontières (MSF) and UK-Med who bring their knowledge of their work in the field to the Course.

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## Intercalated BSc in Global Health

## Why study at the Humanitarian and Conflict Response Institute (HCRI)?

HCRI at University of Manchester is inspired by the need to conduct rigorous, interdisciplinary research and to support undergraduate and postgraduate training on global health and the impact and outcomes of contemporary and historical crises and humanitarian responses. HCRI brings together the disciplines of medicine and the humanities to facilitate improvements in crisis response on a global scale whilst providing a much needed centre of excellence for all concerned with emergencies and conflicts, peace studies, and global health and development more generally.

The Institute is developing a novel configuration for research and teaching that uniquely associates medical professionals, academics, practitioners, non-governmental organisation (NGO) partners, policy-makers, analysts, and students in sustained intellectual engagement.

## To apply

Find out more and how to apply at [www.hcri.ac.uk](http://www.hcri.ac.uk) or contact [bscghsalc@manchester.ac.uk](mailto:bscghsalc@manchester.ac.uk)







Students attending the Health in Humanitarian Settings Research Symposium.

## Learning outcomes

On completion of the programme, you should be able to show critical understanding of:

- the key concepts, policies and debates that underpin a global health approach
- the work of the wide range of actors from local to global involved in global health interventions
- the impact of major worldwide social, economic, political, cultural and environmental factors that are producing new health controversies, challenges and opportunities
- the multi-disciplinary, diverse and innovative research methodologies in the study of global health
- the skills needed to conduct global health research and policy analysis, including evaluating theory and programmes in practice, planning and developing policy and research proposals

You also have the opportunity to develop personal skills that will enhance your professional practice, such as empathy, analysis, critical reflection and self-reflection, alongside an awareness and understanding of the lived experience of health, well-being and illness in a range of global contexts. The course also offers opportunities to learn and develop skills in conducting independent and group research and analysis, engaging in debates, and delivering presentations.



Simulation Training in the Ebola Treatment Center, Port Loko, Sierra Leone. Photo: Richard Alcock



## Course units

You will undertake 120 credits of course units with each unit, including the dissertation unit, providing a contribution of 20 credits.

Course units may include:

- Introduction to Global Health
- War, Migration and Health
- Medical Anthropology
- Diseases in Developing Countries
- Research Methodology in Global Health
- Dissertation

The course units are designed to give you a broad as well as in-depth knowledge and understanding of key health issues and responses. Teaching includes lectures and seminar sessions where students have the chance to engage in more detail with key issues, deliver presentations and take part in group debates.

The Dissertation unit enables students to undertake individual research, with the guidance of their dissertation supervisor, in a topic area of their choice related to Global Health. Past Dissertations have covered a broad range of topics including the Ebola epidemic in West Africa, TB in Russian Prisons, Reproductive Health in Nicaragua, Alternative Medicine in Sri Lanka, and Global Approaches to Measles and Polio Eradication, to name but a few.



Students at a round table panel debate on the post-2015 health and development agenda.

## What our students say

“ I decided to intercalate during fourth year as I wanted to take the opportunity to study something different, take a break from medicine before my final year and also build up my CV for the future. It's not a topic that is given much attention in medical school but is something we will come across in all aspects of medicine. I'm really enjoying the course. The modules are diverse and cover a wide range of topics from different view points. ”

**Samihah Moazam, intercalating from medical studies at The University of Manchester**

“ I'm one of the external intercalating medical students (from Sheffield). I had just finished my third year in medical training and I decided that now would be a good time to embrace a new challenge before finishing my medical degree. I applied to the Global Health BSc as I'm interested in learning about how long-term global health issues such HIV and TB are being tackled and also about how the social determinants affecting health, such as poverty, need to be addressed to create equitable, universal healthcare. ”

**James Gill, intercalating from his medical studies at The University of Sheffield**