

MANCHESTER
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The University
of Manchester

Online MSc in Global Health

In partnership with



International Federation
of Red Cross and Red Crescent Societies

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Overview

The Humanitarian and Conflict Response Institute (HCRI) at The University of Manchester is proud to collaborate with the International Federation of the Red Cross and Red Crescent Societies (IFRC) to deliver this world-class, affordable online MSc in global health.

HCRI is inspired by the need to conduct rigorous research and support postgraduate training on the impact and outcomes of contemporary and historical crises. We embrace this opportunity to develop a scholarly and professional agenda for humanitarians everywhere.

These online courses have been developed for people working in the humanitarian sector or for those wishing to enter this field. They enable students to obtain the highest quality postgraduate education whilst maintaining full time employment anywhere in the world.

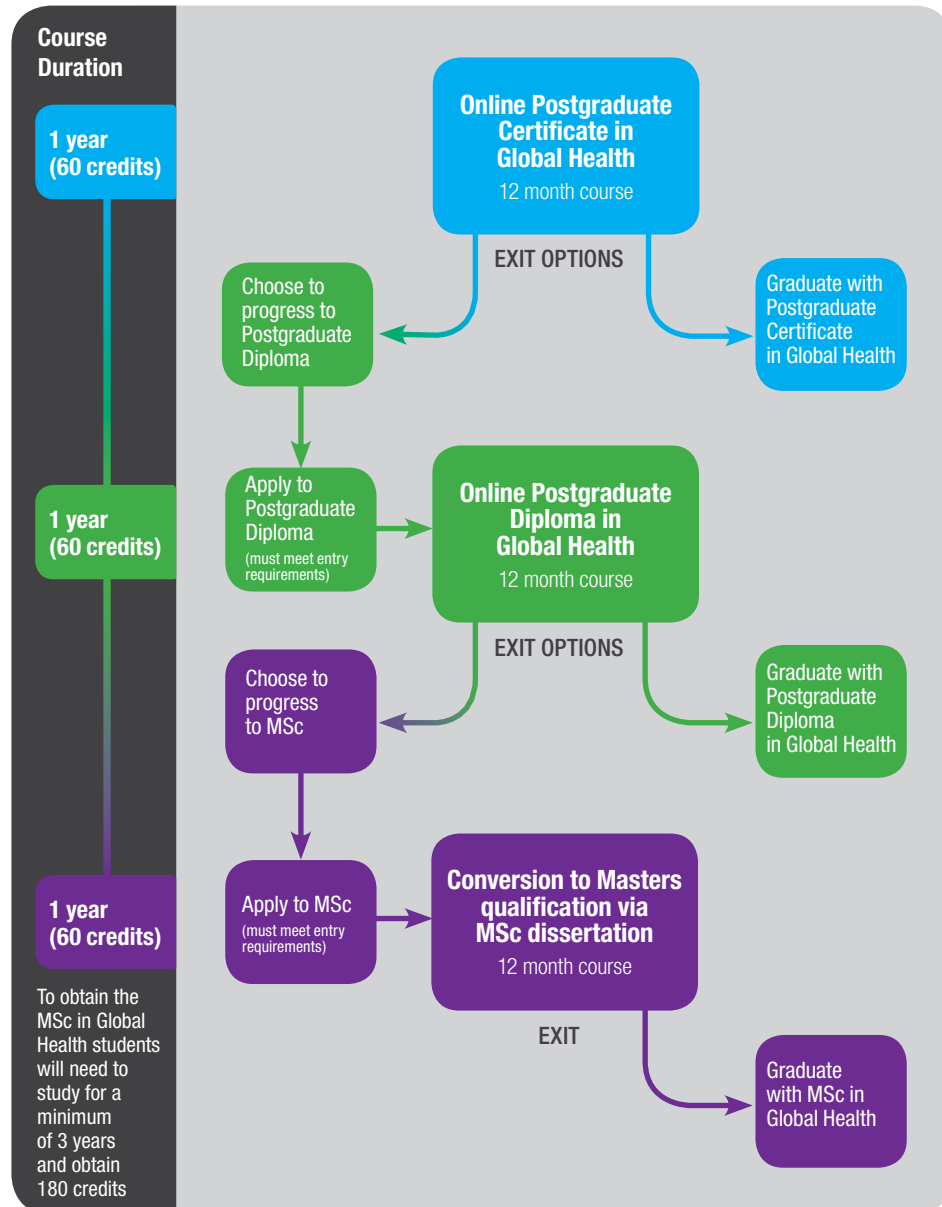
The courses offer a practical means of study and an inclusive approach which mirrors the reality of interventions within a humanitarian context. All credits earned by students are transferrable to other academic institutions and are recognised as the equivalent ECTS credits.



Online MSc in Global Health

To obtain the MSc in global health you need to complete the following 3 courses:

Postgraduate certificate in global health + **postgraduate diploma in global health** + **conversion to MSc via dissertation**



Entry Requirements

Postgraduate Certificate (PG Cert) in Global Health

- You should have a Lower Second Class Bachelor's degree or the overseas equivalent*
- If you don't meet the above criteria you may apply if you can demonstrate (via the personal statement) that you can communicate clearly, are highly motivated, and have experience of prior learning.
- **Personal statement:** you should provide a personal statement of up to 350 words detailing why you wish to study this course and what you think you will bring to it. You should include details of any prior learning undertaken within a professional context.
- **Reference:** You will need to nominate a referee who will be asked to comment on your suitability for the programme.

Postgraduate Diploma (PG Dip) in Global Health

- You should have completed the PG Cert in Global Health at The University of Manchester and have graduated with an overall average of 50% or higher*

Conversion to MSc in Global Health via dissertation

- You should have completed the PG Dip in Global Health at The University of Manchester and have graduated with an overall average of 50% or higher*

*NB: each application is judged on its own merits and exceptions to this entry requirement may be made.



English Language Requirements

The language of instruction is English. Applicants whose first language is not English will be required to obtain an overall IELTS score of 7.0 to include a writing score of 7.0 and a spoken score of 6.5. Where an applicant has not taken IELTS, a clear

statement from the employer (via their reference) will be accepted as evidence of the applicant having an appropriate standard of English Language. Among other things, this statement must confirm that the applicant's job has involved working substantially through the medium of English.

How to Apply

Applications must be submitted online. The online form can be accessed via www.hcri.ac.uk/study



About the courses

HCRI has worked closely with IFRC to incorporate their rich source of practical insights into the course content thus providing students with real life case studies from one of the world's largest social movements.

Directed by Dr Rony Brauman, HCRI is widely recognised as being a leading international research institute focusing on the study of humanitarianism, conflict response and peacebuilding.

World class academics and practitioners

Students will have access to leading multi-disciplinary academics and practitioners including:

HCRI Director Dr Rony Brauman

(also Associate Professor at L'Institut d'Études Politiques, Paris, and Director of Research at the MSF Foundation, Paris)

Dr Brauman joined Médecins San Frontières, France in 1977 where he provided medical humanitarian assistance in the contexts of wars, refugee and IDP camps before becoming the President of the organization from 1982-1994. During this period, MSF became recognized as the largest and most effective transnational not-for-profit medical agency, later being awarded the Nobel Peace Prize in 1999. Dr Brauman's interests range from ethical issues at stake in the relationships between humanitarianism and politics, to humanitarian discourses and practices primarily in war and natural disaster settings.

HCRI Deputy Director Professor Tony Redmond (OBE)

Professor Redmond has led medical teams to sudden onset disasters, complex emergencies, and conflicts for over 25 years and also directs the DFID funded UK International Emergency Trauma Register which aims to improve training and accountability of those who respond to large scale emergencies overseas. Professor Redmond is also Chair of the World Health Organisation's Foreign Medical Teams Working Group and academic lead for global health education at Manchester Medical School.

Professor Mukesh Kapila (CBE), Professor of Global Health and Humanitarian Affairs

Professor Kapila has extensive experience in the policy and practice of international development, humanitarian affairs, and diplomacy, including human rights, disaster and conflict management, and in global public health. He has served as the Head of Conflict and Humanitarian Affairs at DFID, the UNDP's Representative for the Sudan, a Director in the WHO's Department of Health Action in Crises, and Under Secretary General for National Society and Knowledge Development at the IFRC.



Course content

The courses cover issues related to the worldwide improvement of health, the reduction of disparities, and protection against global threats that disregard national borders. They are unique in bringing together the study of emergency medicine, disaster management, community health, anthropology and sociology of health and illness in an online format. As such they offer both a practical means of study and an inclusive approach which mirrors the reality of health interventions within a humanitarian context.

Course delivery

The courses have a unique on-line curriculum. Students are able to engage fully with the programme content and with their peers via lectures, discussion boards, group work, online chat, question and answer sessions with the tutor, and through the provision of peer to peer feedback and assessment.

Each course begins with an on-line induction session that explains how it will progress, how it is assessed, and how students can fully engage

with the curriculum and the online classroom environment. Academic and pastoral support is offered on-line with each student having a personal tutor who is responsible for monitoring their progression through the programme. A dedicated programme administrator is responsible for dealing with day to day enquiries.

Course fees & bursaries

- 1 year postgraduate certificate in global health (next cohort Sept 2014)
(60 credits, tuition fees £2,100)
- 1 year postgraduate diploma in global health (next cohort Sept 2014)
(60 credits, tuition fees £2,100)
- 1 year masters dissertation (conversion to MSc in global health, first cohort commences Sept 2014)
(60 credits, tuition fees £2,100)

We offer a bursary scheme for students wishing to study on the PG Cert in Global Health and the PG Dip in Global Health both commencing Sept 2013.

see www.hcri.ac.uk/study for details

Online Postgraduate Certificate in Global Health

Learning objectives

On completion of the course students should be able to show a critical understanding of:

1. Key issues and debates related to the practices of global health programming. Students will show familiarity with different theoretical approaches, practical problems and an appreciation of the diversity of policies at international and national levels.
2. The range of social science topics which influence global health, for example politics, history and anthropology.
3. The analytical and policy literature concerning the related issues of global health. To include economics; governance structures and institutions; the role and perspectives of the state; multilateral and bilateral agencies; international and domestic NGOs; and other civil institutions.
4. Local approaches to global health, including an awareness of the problems and critiques associated with 'bottom up' approaches.
5. The development of a range of academic and professional/transferrable skills through both independent and group-based work

Course content

The curriculum comprises an orientation to online learning followed by 4 x 15 credit modules as detailed below:

Risk, vulnerability and resilience

This module offers an introduction to public and global health, risk assessments and management, epidemiology, population ageing, the determinants of child survival, and pandemics.

Health systems and markets

This module looks at the social determinants of health, health inequalities, global health agendas from the Alma-Ata Declaration through to the Millennium Development Goals and beyond, and health system strengthening including a focus on financing health systems, access to essential medicines and the work of global health actors.

Community approaches to health

This module locates health within culture and communities and looks at illness perceptions and help seeking; medical pluralism and competing systems of medical knowledge; mental health and war trauma; diseases in context; stigma and discrimination and health promotion; and changing behaviour. Academically, this module will draw from literatures in the sociology of health and illness, medical sociology/ anthropology and social psychiatry.

Ethics, human rights and health

This module considers the relationship between ethics, human rights and health, including the legal frameworks that frame 'health as a human right approach' and the study of human rights in relation to the health of vulnerable groups including people in conflict, people living with HIV/AIDS, prisoners, and the reproductive and sexual health of vulnerable groups. It also looks at the ethics of food security, health research and practice, and foreign-led health care delivery.

Course delivery

The course lasts for 12 months in total with each of the 4 modules comprising 8 weeks of teaching followed by 1 week of assessment. Students complete each module in turn before progressing to the next. The format is designed to be adaptable to the needs of professional students and provides opportunity for reflection between modules.

Course assessment

All assessment will take place online. Each of the 4 modules concludes with a selection of various multiple choice and/or prose-based assessments. Students will also receive feedback and guidance throughout the programme which will enable them to progress and develop their confidence and analytical skills.

Course fees & bursaries

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Entry requirements and how to apply

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HCRI core faculty

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What our students say

The course is affiliated with IFRC so is very much based in the context of health development in low/middle income countries where I work – it is very interesting and has provided me with a much broader knowledge of global health issues. There is a wealth of reading and materials provided in each module session with small tasks to test and apply your knowledge. I've really enjoyed it so far and wish I had more time to explore and read more! If more people studied some of the module material I've done so far I think it would make a big difference to INGO (international non governmental organisation) health work.

Donna Koolmees,
Paediatric Rehabilitation Mentor, Laos

Online Postgraduate Diploma in Global Health

Learning objectives

On completion of the course students should be able to show a critical understanding of:

1. Key issues and debates related to the practices of global health programming. Students will show familiarity with different theoretical approaches, practical problems and an appreciation of the diversity of policies at international and national levels.
2. The range of social science topics which influence global health, for example politics, history and anthropology.
3. The analytical and policy literature concerning the related issues of global health. To include economics; governance structures and institutions; the role and perspectives of the state; multilateral and bilateral agencies; international and domestic NGOs; and other civil institutions.
4. Local approaches to global health, including an awareness of the problems and critiques associated with 'bottom up' approaches.
5. The development of a range of academic and professional/transferrable skills through both independent and group-based work
6. Different research methods and approaches to collecting, analysing and presenting data

Course content

The curriculum comprises an orientation to learning followed by 4 x 15 credit modules as detailed below:

Disaster & crisis management

This module enables students to understand current multi-disciplinary theory concerning disaster & crisis management for both natural and man-made events. It includes analysis of the 'disaster cycle' for a wide range of case studies and uses cross-disaster analysis to review management of these events. Practical risk-based management tools common in medicine, business & disaster planning will be presented along with their application to risk assessments & policy analysis.

The global burden of disease

This module will provide an understanding of the differences that the level of health system development and maturity, together with capacity, have on the management of disease processes. It will look at context and system construction and then consider the primary disease groups; infectious disease, injury/trauma, maternal and child health, and chronic non-communicable diseases in the environment. It will also review the balance of care provision versus clinical risk.

Environmental health

This module will place issues of environmental health within a global context. It will look at the domestic sphere, the challenge of climate change and the role of agriculture. As such, it will consider pest control, poverty, emergent vulnerabilities and the challenge of water, soil and food contaminants. We will review the urban setting and efforts made to improve the local environment. These issues will be viewed within a policy framework that can prioritise responses to the most pressing problems.

Research skills

This module offers an introduction to the theoretical paradigms that underpin and influence research approaches, as well as building understanding of the underlying principles, and strengths and weaknesses of qualitative and quantitative research methodologies and their implementation in global health research in practice.

Course units may vary from year to year

Course delivery

The course lasts for 12 months in total with each of the 4 modules comprising 8 weeks of teaching followed by 1 week of assessment. Students complete each module in turn before progressing to the next. The format is designed to be adaptable to the needs of professional students and provides opportunity for reflection between modules.

Course assessment

All assessment will take place online. Each of the 4 modules concludes with a selection of various multiple choice and/or prose-based assessments. Students will also receive feedback and guidance throughout the programme which will enable them to progress and develop their confidence and analytical skills.

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Conversion to MSc in Global Health via dissertation

Learning objectives

1. To provide students with an opportunity to demonstrate their capacity for self-managed learning through planning and conducting a programme of research on a topic related to their programme of studies;
2. To further develop students' knowledge of a relevant body of literature, their understanding of relevant theoretical perspectives and their powers of critical reasoning;
3. To allow students to seek new research findings which, in some cases, add to the existing body of knowledge on a particular subject area
4. To engage in a limited programme of primary data collection or to reinterpret material already available in the public domain;
5. To fully develop students' knowledge of, and competence in, an appropriate range of research methods, including the development of a study hypothesis, an appreciation of the research methodology and analytical techniques to be utilised, the undertaking of a specific research study, the synthesis and evaluation of findings, and a clear statement of conclusions and recommendations;
6. To develop students' writing, presentation and bibliographic skills, which involves skills in the planning and management of a long document;
7. To develop students' experience of developing and managing a specific programme of work

Course delivery and assessment

All students will be allocated a dissertation supervisor who will support them throughout the year. Formal dissertation supervision sessions will be arranged which may be conducted via videoconference, telephone, or by email depending upon the personal preference and the facilities available to each student.

All assessment will take place online. Students will submit their dissertations at the end of the 12 month programme. These will be assessed and students will be informed of the outcome thereafter.

Course fees & bursaries

See pages 8 and 9

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HCRI Team

Betty-Ann Bristow, HCRI Administrator

Betty-Ann is the dedicated programme administrator for the MSc in Global Health. She is here to provide to you with guidance on the application process and support you on all administrative matters relating to our courses from registration right through to graduation.

Betty-Ann obtained her undergraduate degree in Ethics, Philosophy and Religion at Lancaster University, and completed her MRes in Philosophy here at The University of Manchester. Betty-Ann has worked at The University of Manchester for five years now and brings a wealth of experience in supporting students and administering academic courses.



Dr Rony Brauman, HCRI Director

(also Associate Professor at L'Institut d'Études Politiques, Paris, and Director of Research at the MSF Foundation, Paris)

Dr Brauman joined Médecins San Frontières, France in 1977 where he provided medical humanitarian assistance in the contexts of wars, refugee and IDP camps before becoming the President of the organization from 1982-1994. During this period, MSF became recognized as the largest and most effective transnational not-for-profit medical agency, later being awarded the Nobel Peace Prize in 1999. Dr Brauman's interests range from ethical issues at stake in the relationships between humanitarianism and politics, to humanitarian discourses and practices primarily in war and natural disaster settings.



Dr Maura Duffy, HCRI Lecturer in Global Health

Maura received an M.A. in International Development (Social Policy and Social Development) from the Institute of Development and Policy Management (IDPM) University of Manchester in 2006 and was awarded a PhD in International Development (also within IDPM) in 2012. Her work explores two main themes: research on education, democracy and social change, and research on global health in policy and practice. An experienced tutor, Maura joined HCRI in 2012 and is Course Director of our BSc in Global Health as well as a key member of the faculty on this online MSc in Global Health.



Dr Rubina Jasani, HCRI Lecturer in Humanitarianism and Conflict Response

Rubina's areas of interest are anthropology of violence and reconstruction, medical anthropology with special focus on social suffering and mental illness, and the study of lived Islam in South Asia and the UK. Her doctoral work examined moral and material 'reconstruction' of life after an episode of ethnic violence in Gujarat, Western India in 2002.

Working with survivors of ethnic violence, she became interested in mental illness and has completed two pieces of research on ethnicity and mental illness in inner city areas of Birmingham and is the qualitative lead on research studies looking at help-seeking and 'institutional racism'. At HCRI, she aims to pursue further research in the areas of conflict, culture and mental health.



Dr Tim Jacoby, HCRI Director of Teaching

After working in Turkey and Nigeria during the 1990s, Tim completed his PhD and an ESRC Post-Doctoral Fellowship in the Department of Politics at the University of York from 1999–2003.

Since 2005, he has been senior lecturer in conflict studies at the Institute for Development Policy & Management within the University of Manchester. His research concerns the historical sociology of state development, facism, political violence and post-war reconstruction — with a particular focus on Turkey.

Professor Mukesh Kapila (CBE), Professor of Global Health and Humanitarian Affairs

Professor Kapila has extensive experience in the policy and practice of international development, humanitarian affairs, and diplomacy, including human rights, disaster and conflict management, and in global public health. He has served as the Head of Conflict and Humanitarian Affairs at DFID, the UNDP's Representative for the Sudan, a Director in the WHO's Department of Health Action in Crises, and Under Secretary General for National Society and Knowledge Development at the IFRC.



Dr. Paul Kailiponi, HCRI Lecturer in Disaster Management

Paul completed his PhD studies in Operations Research at Aston Business School where he worked within the Aston Business School CRISIS Centre analysing evacuation decision-making in advance of catastrophic disaster across the EU and in Japan. His research interests include applied quantitative research methods, statistical decision theory, geographic information systems (GIS) and the application of these techniques to emergency management.

Previous work experience includes participation in emergency/crisis research with the City of Pittsburgh Emergency Operations Center, the Pacific Disaster Center (Kihei, Hawaii), and the Ford Institute of Human Security (Pittsburgh, PA). He has also consulted on disaster management projects with local community resilience teams, the Environment Agency and local fire/police services in the UK.



Professor Tony Redmond OBE, HCRI Deputy Director

Tony has led medical teams to sudden onset disasters, complex emergencies and conflicts for over twenty five years. He recently led medical teams to the earthquakes in China in 2008 and Haiti in 2010. He is Director of the UK International Emergency Trauma Register which aims to improve training and accountability of those who respond to large scale emergencies overseas. Professor Redmond is also Chair of the World Health Organisation's Foreign Medical Teams Working Group and academic lead for global health education at Manchester Medical School.



Dr Darren Walter HCRI Senior Lecturer in Global Health

In addition to his role within HCRI, Darren is the Clinical Director for Urgent Care; Consultant in Emergency Medicine at the University Hospital of South Manchester (UHSM); EMS Assistant Medical Director of the North West Ambulance Service; and Medical Director of the

Regional Air Ambulance in the North West of England. He is Co-Chair of the Training & Standards Board of the Faculty of Pre-Hospital Care at the Royal College of Surgeons of Edinburgh and currently chairs the International Committees of the British Association for Immediate Care and the National Association of EMS Physicians in the USA. He is Secretary of the World Association for Disaster & Emergency Medicine and represents them at the Emergency Department of the World Health Organisation and at the Global Health Cluster.





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