

MSc

Global Healthcare Ethics

Study mode

Full-time

Part-time

Duration

12 months

36 months

Apply by: **11 September 2026**Starts on: **28 September 2026**

About this course

With an increasingly mobile population across the world, healthcare professionals, more than ever, need to manage a broader range of health care problems. This course has been designed to address these challenges and will provide you with a greater understanding of the complexities of socio-cultural factors across different countries, enabling you to develop your skills in complex decision making and ethical reasoning.

Introduction

This MSc Programme will provide the opportunity to explore and understand ethical challenges of healthcare delivery in a global context.

Its unique design focuses on bioethical issues as they appear in practice and goes beyond it by exploring how different cultures and healthcare systems tackle these problems. At the same time, the programme provides a greater understanding of socio-cultural and economic aspects of healthcare at a global level.

'Global Healthcare Ethics' has a very personalised/flexible design with a core of applied clinical ethics and additional options. In order to accommodate different professional and personal needs, the programme has a flexible blended learning structure that gives students the

opportunity to engage with ethicists and health professionals and to share their experiences and ethical dilemmas.

This programme is unique in that it will apply ethical principles to everyday practice and will explore the moral problems encountered by health care professionals across a range of clinical scenarios, e.g.: reproductive technology, genetics, mental health, children in research, health records and ethics of patient's data, and end of life care. Another unique point is its delivery in an international environment where students from across the world share their experiences and best practice.

Students will refer to examples connected with clinical practice (from their area of work both in the UK and overseas): ethical dilemmas in connection with patient expectations, difficult clinical decisions, the ethics of new biomedical technology, communication technology and e-health etc.

This programme will be taught by a wide range of clinicians and research experts across health and key clinical research programmes within the University of Liverpool and the wider hospital communities.

Several of our modules are also available as individual [Continued Professional Development \(CPD\)](#) courses, for the improvement of your knowledge and skills within your career.

Who is this course for?

This MSc Programme is designed primarily for healthcare and allied healthcare professionals but welcomes intercalating medical and dentistry students and other home and international students with interests in global healthcare issues, including those from relevant humanities subjects.

What you'll learn

- How to understand and integrate ethical values in a global context (e.g. black bioethics)
- Critical thinking and evaluation
- Ethics reasoning
- How to apply ethics to healthcare and biomedical research
- How to deliver best ethical decision making
- Legal and societal aspects of healthcare practice

- How to explore moral problems encountered by healthcare professionals

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Course content

Discover what you'll learn, what you'll study, and how you'll be taught and assessed.

Semester one

Designed as a flexible programme, with a core of Applied Clinical ethics, you will also be able to choose from a range of other options. And the research methods module(s) will allow you to understand how ethics is embedded into research design and practice.

Modules

Compulsory modules	Credits
APPLIED ETHICS FOR CLINICAL PRACTICE I (MDSC400)	30

Optional modules	Credits
GLOBAL BIOETHICS (MDSC404)	30
GLOBAL HEALTHCARE ETHICS PLACEMENT/WORKPLACE OBSERVERSHIP (MDSC405)	15
ETHICS IN TRANSLATIONAL MEDICINE (MDSC411)	15
AI IN HEALTHCARE. AN ETHICAL PERSPECTIVE (MDSC416)	15

Programme details and modules listed are illustrative only and subject to change.

Semester two

Modules

Optional modules	Credits
INTRODUCTION TO RESEARCH METHODS: DEVELOPING CORE SKILLS (MDSC701)	15
ADVANCED RESEARCH METHODS: DESIGN AND DATA ANALYSIS (MDSC702)	15
APPLIED ETHICS FOR CLINICAL PRACTICE II (MDSC401)	30
HEALTH INEQUALITIES: EVIDENCE AND POLICY. (PUBH407)	15
GLOBAL HEALTHCARE ETHICS PLACEMENT/WORKPLACE OBSERVERSHIP (MDSC405)	15

Programme details and modules listed are illustrative only and subject to change.

Final project

For the MSc programme, the final step is the dissertation in form of a research project (MDSC406, 60 credits), where the final authentic assessment will be a preliminary report based on a project plan, written work in a form of a journal article, and a poster presentation (designed to be presented at a specialist conference).

Modules

Compulsory modules	Credits
RESEARCH PROJECT (MDSC406)	60

Programme details and modules listed are illustrative only and subject to change.

Teaching and assessment

How you'll learn

The blended learning delivery involves a mixture of on campus lectures, tutorial and workshops and online available resources. The student activities will accommodate the students' working patterns and the international make-up of the cohorts.

Teaching activity involves a mixture of scheduled directed student hours, unscheduled directed student hours and self-directed learning. The majority of modules (MDSC400, MDSC401, MDSC404) are organised in blocks (usually three per module, about 20 hours in total per 30-credit module) of teaching that will take place on campus. Depending on students' needs, one-to-one tutorials are organised weekly, in addition to the online discussion boards.

The unscheduled directed learning activity is related to the reading of key papers/guidelines which support the lectures. Students are expected to spend about 120 hours per 30-credit module on self-directed, independent learning. This should include reading around the subjects covered in the online lectures, contributions to the discussion boards, planning of their essays and research topics, and the enhancement of their skills in critical reading, critical thinking, online communication and evidence based clinical reasoning/decision making.

How you're assessed

To ensure that assessment supports the programme aims and the developing of skills at Level 7, a range of assessment methods are used with the purpose of enhancing the students' learning experience, ensuring authenticity and increasing inclusivity.

To meet the educational aims of the programme, the assessment strategy uses a range of assessment methods to cover the learning objectives. All assessment tasks involve elements of critical commentary, appraisal, clinical reasoning, reflection and/or critical evaluation of the relevant clinical-based decision making.

The assessment methods include:

- Individual written assignments (essays) linked to clinical scenarios, protocols and guidelines
- Individual presentations (of topics to be later developed in essays)
- Research project: in a form of an article, conference poster, and poster presentation.

The majority of assessment tasks are centred on clinical scenarios focusing on the ethical assessment and decision-making. These link the assignments to the ethical theories that underpins the everyday clinical practice and decision making. Other assessment tasks are related to the review of practice in the students' own workplace, based within the context of national guidelines and protocols, to challenge their current ethical understanding and knowledge of professional practice.

A key component of the Assessment for Learning approach is student engagement with the discussion board, allowing students to explore concepts, and clarify understanding and application of the theory in their own practice. Engagement with other students enables learning between students and the understanding of a wider range of challenges and strategies.

Personalised feedback, covering content and academic skills, is provided on every assessment, including assessments for learning. Students requiring extra support can discuss their learning needs with the module leader who can then direct them to additional resources.

Liverpool Hallmarks

We have a distinctive approach to education, the Liverpool Curriculum Framework, which focuses on research-connected teaching, active learning, and authentic assessment to ensure our students graduate as digitally fluent and confident global citizens.

The Liverpool Curriculum framework sets out our distinctive approach to education. Our teaching staff support our students to develop academic knowledge, skills, and understanding alongside our **graduate attributes**:

- Digital fluency
- Confidence
- Global citizenship

Our curriculum is characterised by the three **Liverpool Hallmarks**:

- Research-connected teaching
- Active learning
- Authentic assessment

All this is underpinned by our core value of **inclusivity** and commitment to providing a curriculum that is accessible to all students.

Careers and employability

The programme will enhance the career opportunities for health professionals, not only by providing them with excellent ethical skills, but also supporting them to take key positions within health organisations as ethics advisers, coordinating ethics committees and supervising the quality of research design and implementation.

With global healthcare ethics recognised as a priority by WHO, the programme will prepare you for an international career in healthcare.

It will also help with your academic progression and prepare you for working within academia, by offering an excellent basis for a future PhD in bioethics or connected areas.

If you are a healthcare professional from abroad this MSc will enhance your chances to get professional recognition in the UK, by familiarising you with the GMC ethics requirements and professionalism.

This master's degree offers the opportunity to work in ethics and policy-related jobs, nationally and internationally. For example:

- Ethics committees of national and international health institutions and organisations
- The WHO
- The Nuffield Council on Bioethics
- The Department of Health
- The General Medical Council
- The British Medical Association ethics department
- Medical research centres
- Teaching ethics in medical schools.

Career support from day one to graduation and beyond

Career planning

From education to employment

Networking events

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Fees and funding

Your tuition fees, funding your studies, and other costs to consider.

Tuition fees

UK fees (applies to Channel Islands, Isle of Man and Republic of Ireland)

Full-time place, per year – £12,500

Part-time place, per year – £6,250

International fees

Full-time place, per year – £28,000

Part-time place, per year – £14,000

Tuition fees are for the academic year 2026/27.

Tuition fees cover the cost of your teaching and assessment, operating facilities such as libraries, IT equipment, and access to academic and personal support.

- You can pay your tuition fees in instalments.
- All or part of your tuition fees can be funded by external sponsorship.
- International applicants who accept an offer of a place will need to pay a tuition fee deposit.

If you're a UK national, or have settled status in the UK, you may be eligible to apply for a Postgraduate Loan worth up to £12,167 to help with course fees and living costs. **Learn more about paying for your studies**.

Additional costs

We understand that budgeting for your time at university is important, and we want to make sure you understand any course-related costs that are not covered by your tuition fee. This could include buying a laptop, books, or stationery.

Find out more about the additional study costs that may apply to this course.

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Entry requirements

The qualifications and exam results you'll need to apply for this course.

The MSc Global Healthcare Ethics programme is available to any University graduate in a health or health-related profession, as well as non-health-related graduates and others approved by the University, e.g. philosophy and sociology graduates.

Postgraduate entry requirements

Candidates must satisfy the general admissions requirements of the University of Liverpool.

Entry qualifications:

- A relevant undergraduate degree in health, humanities or social science (award minimum 2:2, 57%)
- Intercalating medical or dentistry students who have successfully completed a minimum of 3 years undergraduate medical/dentistry training
- Applications from students who have relevant and substantial professional or personal experience directly related to the programme will be considered. A detailed personal statement and CV outlining relevant experience should be submitted with the application. Your personal statement should cover:
 - Your motivation for studying Global Healthcare Ethics MSc
 - Your personal and professional aims
 - What you think are the main challenges in global healthcare ethics
 - Your research interests in this area of study.

International qualifications

[Select your country or region to view specific entry requirements.](#)

If you hold a bachelor's degree or equivalent, but don't meet our entry requirements, a Pre-Master's can help you gain a place. This specialist preparation course for postgraduate study is offered on campus at the **[University of Liverpool International College](#)**, in partnership with Kaplan International Pathways. Although there's no direct Pre-Master's route to this MSc, completing a Pre-Master's pathway can guarantee you a place on many other postgraduate courses at The University of Liverpool.

English language requirements

You'll need to demonstrate competence in the use of English language, unless you're from a [majority English speaking country](#).

We accept a variety of [international language tests](#) and [country-specific qualifications](#).

International applicants who do not meet the minimum required standard of English language can complete one of our [Pre-Sessional English courses](#) to achieve the required level.

IELTS

7.0 overall, with no component below 6.5

TOEFL iBT

If you took a TOEFL test on or before 20 January 2026, you'll need 100 overall, with minimum scores of listening 21, writing 21, reading 21 and speaking 23. If you took a TOEFL test from 21 January 2026 onwards, when a new scoring system was introduced, you'll need 5 overall, with 4.5 or above in all components. TOEFL Home Edition not accepted.

Duolingo English Test

135 overall, with writing not less than 140, speaking and reading not less than 125, and listening not below 120. For academic year 2025/26 only, we will also accept the production, literacy, comprehension and conversation score set: 130 overall, with no component below 120.

Pearson PTE Academic

69 overall, with no component below 61

LanguageCert Academic

75 overall, with no skill below 70

PSI Skills for English

C1 Pass in all bands

INDIA Standard XII

National Curriculum (CBSE/ISC) – 75% and above in English. Accepted State Boards – 80% and above in English.

WAEC

C6 or above

Pre-sessional English

Do you need to complete a Pre-sessional English course to meet the English language requirements for this course?

The length of Pre-sessional English course you'll need to take depends on your current level of English language ability.

Pre-sessional English in detail

If you don't meet our English language requirements, we can use your most recent IELTS score, or [the equivalent score in selected other English language tests](#), to determine the length of Pre-sessional English course you require.

Use the table below to check the course length you're likely to require for your current English language ability and see whether the course is available on campus or online.

Your most recent IELTS score	Pre-sessional English course length	On campus or online
6.5 overall, with no component below 6.0	6 weeks	On campus or online
6.0 overall, with writing at 6.0 and no component below 5.5	10 weeks	On campus or online

Your most recent IELTS score	Pre-sessional English course length	On campus or online
6.0 overall, with no component below 5.5	12 weeks	Online
5.5 overall, with no component below 5.5	20 weeks	On campus
5.5 overall, with no component below 5.0	30 weeks	On campus
5.0 overall, with no more than one component at 4.5	40 weeks	On campus

If you've completed an alternative English language test to IELTS, we may be able to use this to assess your English language ability and determine the Pre-sessional English course length you require.

Please see our guide to [Pre-sessional English entry requirements](#) for IELTS 7.0 overall, with no component below 6.5, for further details.

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