



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2020-21
<b>Module Code</b>	PHM109
<b>Module Title</b>	Health Policy, Process and Power
<b>Module Organiser(s)</b>	Helen Walls
<b>Contact email</b>	<p>The LSHTM distance learning programmes and modules are run in collaboration with the University of London. Enquiries may be made via their <a href="#">Student Advice Centre</a>.</p> <p>(Enquiries from face-to-face i.e. London-based the LSHTM MSc or research students regarding study of DL modules should be emailed to: <a href="mailto:distance@lshtm.ac.uk">distance@lshtm.ac.uk</a>).</p>
<b>Faculty</b>	<p>Public Health &amp; Policy: The London School of Hygiene &amp; Tropical Medicine</p> <p><a href="https://www.lshtm.ac.uk/research/faculties/php">https://www.lshtm.ac.uk/research/faculties/php</a></p>
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<p><b>CATS:</b> 10</p> <p><b>ECTS:</b> 5</p>
<b>HECoS Code</b>	100648 :100489
<b>Mode of Delivery</b>	Distance Learning
<b>Mode of Study</b>	Directed self-study, through online materials (Virtual Learning Environment)
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	None
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Maximum number of students)</b>	None
<b>Target Audience</b>	<p>This module is available to students registered for the DL PG Certificate/PG Diploma/MSc in Public Health programmes. This module is recommended for students studying the Health Promotion, Health Services, and General streams of the Public Health MSc. Alternatively, it can also be taken as an individual module.</p>
<b>Module Description</b>	This module provides students with an introduction to the complexities of policy making, the theorists and theoretical



	approaches that help explain it, and the policy processes involved within it.
<b>Duration</b>	Studies for distance learning modules begin in early October. At this time, module materials will be made available on Moodle and the module textbook will be made available in e-format or hard copy, once fees have been paid. Students may start their studies at any time from the beginning of October and work through the material until the start of the June examinations. Students must adhere to other earlier assessment submission deadlines.
<b>Last Revised (e.g. year changes approved)</b>	05/2020

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Public Health (General stream) (Distance Learning - University of London Worldwide)	Recommended Elective
MSc Public Health: Health Promotion (Distance Learning - University of London Worldwide)	Recommended Elective
MSc Public Health: Health Services Management (Distance Learning - University of London Worldwide)	Recommended Elective

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
The overall module aim is to: <ul style="list-style-type: none"> <li>introduce students to the main theoretical approaches to understanding the dynamics of health policy processes at both national and international levels, drawing principally on political science and policy analysis.</li> </ul>

<b>Module Intended Learning Outcomes</b>
Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> <li>describe the ideas/theories behind the health policy framework of context, content, actors and processes involved in policy making;</li> <li>describe theories involved in the policy process, e.g. in regard to power, agenda setting, policy implementation, and theories of how evidence influences policy;</li> <li>analyse a policy using the frameworks introduced in this module.</li> </ol>

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Health policy frameworks used to analyse the process involved in policy making
- The concept of power in health policy-making;
- Policy actors and various stakeholders involved in shaping policy (e.g. state, media, private sector);
- Policy-decision-making and agenda setting: how agendas are set, and who sets them;
- How research interacts with policy making;
- How policies are implemented: unfolding process of “formulation-implementation”;
- How to analyse past policies retrospectively (called “analysis of policy”);
- How to engage in prospective policy analysis in order to shape future policy (called “analysis for policy”).

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	70	70
Self-directed learning	0	0
Assessment, review and revision	30	30
<b>Total</b>	<b>100</b>	<b>100</b>

### Teaching and Learning Strategy

Learning is via directed self-study. A guide to studying the module is provided, together with access to a range of study resources, discussion forums and collaborate sessions. The textbook that supports this module provides a detailed set of learning objectives at the start of each chapter, and also offers focused reading and various learning activities. Students are strongly encouraged to participate in the module-specific discussions and collaborate sessions to obtain tutor support, and to make use of the LSHTM on-line library resources. Written feedback is provided on submitted assignments.

Student support is available from the module tutors through the online discussion forums and four scheduled 1hr ‘live-chat’ sessions on specific topics. Module tutors provide asynchronous feedback for all students on the online discussion forum and offer individual feedback on a formative (non-assessed) assignment submitted by the student.

## Assessment

### Assessment Strategy

A formative assessment is offered to encourage students to test their new knowledge and receive individual feedback. The formative assessment is optional and will not count towards a student's final grade.

The summative assessment of this module is by a two hour-15 minute written examination (100%). Students are advised to spend the first 15 minutes reading the paper and planning responses.

### Summative assessment

Assessment Type	Assessment Length	Weighting (%)	Intended Module Learning Outcomes Tested
Exam	2-hour 15 minute	100	All

Unseen written examinations for DL modules are held once a year, in June (including resits).

Examinations are normally taken in a student's country of residence, in one of over 650 examination centres worldwide (arranged mainly through Ministries of Education or the British Council). A list of examination centres can be found at <https://london.ac.uk/current-students/examinations/examination-centres>.

A local fee will be payable direct to the examination centre. This fee is in addition to the programme/module fee and is set by, and paid directly to, the individual examination centres. The level of local examination centre fees varies across the world and neither the University of London nor the LSHTM have any control over the fee amount.

### Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#).

The Resit assessment will be the same assessment type as the first attempt (see previous table).



## Resources

The following materials are provided to students after registration and fee payment for this module in September/October:

- A brief guide to studying the module.
- The textbook *Making Health Policy* by Kent Buse, Nick Mays and Gill Walt;
- A reading list including details of both required and optional reading and links to selected papers;
- A Frequently Asked Questions or 'FAQ' document, which summarizes questions that are regularly discussed in Moodle;
- Module-specific discussion forums;
- Collaborate tutorial sessions to be run during the year at key points in the module;

Please note the textbook will be made available in e-format or hard copy. All other materials may be accessed via the LSHTM VLE – Moodle.

## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to the majority of the module learning materials, including a study guide and online reading list (detailing both essential and recommended readings), and additional resources including supplementary exercises and optional lecture recordings. In some cases, module materials include a text book that is made available to students in either hard copy or e-format. All materials posted up on Moodle areas, including computer-based sessions, have been made accessible where possible. The LSHTM Moodle has been made accessible to the widest possible audience, using a VLE that allows for up to 300% zoom, permits navigation via keyboard and use of speech recognition software, and that allows listening through a screen reader. Please contact the University of London through the "Ask a question" resource on the Student Portal if you require any documents in an alternative format.