

## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2020-21
<b>Module Code</b>	PHM108
<b>Module Title</b>	Health Services
<b>Module Organiser(s)</b>	Ipek Gurol-Urganci, Mishal Khan (Deputy Module Organiser)
<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>	100476 (40%): 100648 (40%): 100785 (20%)
<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. It is compulsory for those choosing to study the Health Services Management stream of the MSc Public Health. Alternatively, it can also be taken as an individual module.</p>
<b>Module Description</b>	<p>This module provides an overview of the structure, activities and quality of health services, emphasising how insights</p>



	gained from different disciplinary perspectives will help you to gain a good understanding of health services.
<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 either 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: Health Services Management (Distance Learning - University of London Worldwide)	Compulsory

## 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>• help students understand how health services function, the reasons health services have developed in the way they have, the basis of some universal, persistent problems, and possible solutions to such difficulties.</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>1. Describe some of the basic functions of health services and outline the reasons why services have developed in the way they have;</li> <li>2. Explain how different disciplines contribute unique insights to understanding how a health service functions;</li> <li>3. Describe and give examples of the inputs, processes and outcomes of health services;</li> <li>4. Critically examine responses to challenges to health care in different countries;</li> <li>5. Analyse key, persistent and widespread problems in providing health services and suggest approaches to resolving these problems.</li> </ol>



## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- The need for a multi-disciplinary approach to understanding health services;
- How it is necessary to consider health care at three key levels: the micro-level of the individual patient and their experiences; the meso-level of how health care organisations such as health centres and hospitals work; and the macro-level of regional and national institutions such as governments and health insurance;
- Inputs to health care (diseases and medical knowledge; staff and the challenge of professionalism; funding) and the activities that take place (need, demand and use; staff-patient interactions; public as consumers and policy makers) and outcomes;
- How the quality of services can be defined, assessed and improved.

## 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.

Students are directed to use the various online electronic resources and to read and work through activities in specific sections of the module book, *Understanding Health Services* (second edition).

Student support is available from the module tutors through the web-based discussion forums and occasional scheduled 1 hour 'live-chat' sessions on specific topics, including exam revision. Module tutors provide asynchronous feedback for all students on the web-

### Teaching and Learning Strategy

based discussion forum and offer detailed individual written feedback on a formative (non-assessed) assignment submitted by the student.

Students are strongly encouraged to participate in the module-specific discussions and real-time sessions available on Moodle to obtain tutor support, and to make use of the LSHTM online library resources.

## 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 *Understanding Health Services* (second edition) by Ipek Gurol-Urganci, Fiona Campbell and Nick Black;
- A reading list including details of both required and optional reading and links to selected papers;
- A list of useful websites;
- Access to the LSHTM Virtual Learning Environment (VLE) - Moodle, where students can access a range of materials, including some of the materials listed above; participate in module-specific discussion forums and Collaborate sessions and access the LSHTM online library resources;

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 textbook 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.