



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2021-22
<b>Module Code</b>	GHM201
<b>Module Title</b>	Health Systems
<b>Module Organiser(s)</b>	Fred Martineau
<b>Faculty</b>	Public Health & Policy: London School of Hygiene & Tropical Medicine <a href="http://www.lshtm.ac.uk/php/">http://www.lshtm.ac.uk/php/</a>
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS</b> 15 <b>ECTS</b> 7.5
<b>HECoS Code</b>	100648 : 100476
<b>Mode of Delivery</b>	Distance Learning
<b>Mode of Study</b>	Directed self-study, through online materials via the 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>	Elective module for students on the DL MSc/PGDip Global Health Policy programme, DL MSc/PGDip Clinical Trials and DL MSc/PGDip Public Health programmes. The module is also available as a stand-alone individual module for anyone interested in global health and health systems.
<b>Module Description</b>	Well-functioning health systems are increasingly recognised as essential for improving health outcomes and facilitating access to services, health equity and social protection. Across settings, they are vital to achieving the Sustainable Development Goals. Health systems guided by effective governance, and responsive policies that can meet the dynamic health needs of a population, while fostering

	<p>accountability, are seen as central to the global public health agenda.</p> <p>This module prepares students for work or research in health systems. For example: in strategic planning, policy design, or programme implementation, at the national, regional, and district level; in international organisations; NGOs; or academic institutions. The module introduces students to key health systems concepts, illustrated through case studies that highlight ongoing debates on national and international agendas. It seeks to equip students with the language and understanding to critique health systems and to engage in high level debates.</p>
<b>Duration</b>	Moodle is open to access from 1 <sup>st</sup> October each year. Students then plan their own studies between October and June.
<b>Last Revised (e.g. year changes approved)</b>	March 2021

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
PGDip/MSc Global Health Policy (Distance Learning - University of London Worldwide)	Elective
PGDip/MSc Clinical Trials (Distance Learning – University of London Worldwide)	Elective
PGDip/MSc Public Health (Distance Learning – University of London Worldwide)	Elective

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
To demonstrate understanding of the functioning of health systems, drawing on relevant disciplinary perspectives to enable students to undertake analysis of health systems globally. This module will involve understanding the core building blocks of health care systems, their modes of operation and the implications of different approaches to system design for access, quality, and broader outcomes. Throughout, the impact of equity on different health system features is highlighted.

## **Module Intended Learning Outcomes**

Upon successful completion of the module a student will be able to:

1. Define the concept of a 'health system', and its core objectives, elements and functions;
2. Explain key debates, theories and conceptual approaches related to understanding health systems and their boundaries;
3. Apply a range of approaches and models to analyse the historical and contemporary social, economic, political and environmental factors which influence health systems;
4. Analyse how different health system actors, institutions and configurations both shape and are shaped by wider health outcomes and societal relations—in particular gender, equity and climate change;
5. Critically appraise and apply key concepts and approaches to health systems evaluation and performance measurement, including analysing the roles of local and global policy actors;
6. Apply health systems approaches to major health challenges in a range of different contexts.

## **Indicative Syllabus**

### **Session Content**

The module is expected to cover the following topics:

- What is a health system?
- What makes up a health system? Governance function
- Health systems functions: financing
- Health system functions: creating resources
- Health system functions: provision
- Assessing health systems and their performance
- Universality in health systems
- Health systems: a relational view
- Pluralism in health systems: public-private engagement
- Transforming health systems

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	60	40
Self-directed learning	40	27
Assessment, review and revision	50	33
<b>Total</b>	<b>150</b>	<b>100</b>

### Teaching and Learning Strategy

Learning is self-directed against a detailed set of learning objectives using the materials provided. Module tutors provide asynchronous support for students by replying to students' questions in open online discussion forums and facilitating discussion. Students are also strongly encouraged to participate in live webinars available on Moodle to obtain tutor support, and to make use of LSHTM online library resources. In addition, written feedback is provided on submitted formative assignments.

## Assessment

### Assessment Strategy

Formal assessment of this module includes an assessed essay assignment that answers one of three set questions (50% of total weighting) and an assessed 'editorial' assignment where students write an academic journal-style editorial on any relevant health systems topic of their choice (50%).

The two assessment tasks require students to demonstrate: the ability to critically appraise particular programmes or interventions; application of a 'systems thinking' approach to analysing the interplay of health system features and the political and institutional context in which they are situated; and critical and analytical skills when applying a health systems approach and/or a conceptual analysis to a specific health systems topic. The assessment tasks give students an opportunity to consolidate their learning by applying key concepts from across the whole of the module to specific health system contexts. Along with constructive feedback given after each assessed assignment, assessment preparation exercises and review sessions are run before both assessments to strengthen critical analysis and writing skills.

## Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment	2000 words	50	1, 2, 3 & 4
Assessed Assignment	1500 words	50	5 & 6

Assignments for this module can be submitted only once annually. The Assessed Assignment must be submitted no later than 14 February. The Editorial Assignment must be submitted no later than 12 May. All assignments must be submitted via the online Assignment Management System.

### Resitting assessment

Resits will follow the LSHTM Resits Policy, which is published at the start of each academic year. The current policy can be found here: [Resits Policy](#).

## Resources

### Indicative reading list

- de Savigny D and Adam T (eds) (2009). *Systems Thinking for Health Systems Strengthening*. [online] *Geneva: Alliance for Health Policy and Systems Research*, WHO.
- Balabanova D, McKee M and Mills A (2011). 'Good health at low cost' 25 years on. What makes a successful health system? London: LSHTM.
- Mills A (2014). Health care systems in low- and middle-income countries. *N Engl J Med*. 370 (6):552-7.
- McPake B (2012). Human resources and the health sector. In: Smith R & Hanson K, eds (2012). *Health Systems in Low- and Middle-income Countries: An Economic Policy Perspective*. Oxford: Oxford University Press.
- World Health Organization (2008). *The World Health Report 2008. Primary Health Care (Now More Than Ever)*. Geneva: WHO
- Smith R & Hanson K (Editors) (2012). *Health systems in low and middle-income countries. An economic and policy perspective*. Oxford: Oxford University Press.
- Backman G, Hunt P, Khosla, R *et al.* (2008). Health systems and the right to health: an assessment of 194 countries. *Lancet*, 372, 2047–2085.
- Gilson L (2003). Trust and the development of health care as a social institution. *Social Science and Medicine* 56(7): 1453-1468.

### Other resources

A full list of essential, recommended and further reading is given for each session.

## Teaching for Disabilities and Learning Differences

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.

For students with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the University of London Worldwide website at <https://london.ac.uk/applications/how-it-works/inclusive-practice-access-arrangements>