# MODULE SPECIFICATION

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| **Academic Year (student cohort covered by specification)** | 2021-22 |
| **Module Code** | 1117 |
| **Module Title** | Health Policy, Process & Power |
| **Module Organiser(s)** | Carolyn Stephens, Mark Marchant |
| **Faculty** | Public Health & Policy |
| **FHEQ Level** | Level 7 |
| **Credit Value** | **CATS:** 10<br>**ECTS:** 5 |
| **HECoS Code** | 100648 : 100489 |
| **Term of Delivery** | Term 1 |
| **Mode of Delivery** | For 2021-22 this module will be delivered online until reading week. A combination of face-to-face and online learning will be used thereafter.<br>There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning). |
| **Mode of Study** | Full-time |
| **Language of Study** | English |
| **Pre-Requisites** | None |
| **Accreditation by Professional Statutory and Regulatory Body** | None |
| **Module Cap (indicative number of students)** | 170 |
| **Target Audience** | This module is intended for students interested in the broad political dimensions of health. It assumes no social or political science experience, although it draws on concepts from the field of policy studies and political science more broadly. It is relevant to those who have lived and worked in low, middle and high-income countries. |
| **Module Description** | 'Health Policy: Process and Power' is a Term 1 MSC module to introduce key explanatory theories of health policy and policy studies internationally. It includes discussion and debate of real-world public health examples in low, middle and high-income countries, and provides tools to understand and act in the health policy arena. |

| Duration | 10 weeks at 0.5 days per week |
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| **Timetabling slot** | Term 1 |
| **Last Revised (e.g. year changes approved)** | September 2021 |

| Programme(s)<br>This module is linked to the following programme(s) | Status |
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| MSc Public Health for Development | Compulsory |
| MSc Public Health | Recommended |
| MSc Public Health (Environment & Health) | Recommended |
| MSc Public Health (Health Economics) | Recommended |
| MSc Public Health (Health Promotion) | Recommended |
| MSc Public Health (Health Services and Management) | Recommended |
| MSc Public Health (Health Services Research) | Recommended |
| MSc Control of Infectious Diseases | Compulsory (Option) |
| MSc Health Policy, Planning & Finance | Compulsory (Option) |

## Module Aim and Intended Learning Outcomes

| Overall aim of the module |
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| The overall module aim is to:<br>• equip students to study or work in the health policy arena at international, national and local levels. |

| Module Intended Learning Outcomes |
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| Upon successful completion of the module a student will be able to:<br>1. Review different basic theoretical approaches and concepts used in policy analysis;<br>2. Analyse the political system within which policies are made and the contextual factors that influence to policy change;<br>3. Identify the key actors within these policy making, and understand some mechanisms of power and influence over policy change;<br>4. Identify key features of the processes of policy identification, formulation, and implementation;<br>5. Plan how to use the policy analysis framework introduced during the module in research and/or decision-making. |

# Indicative Syllabus

| Session Content |
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| The module is expected to cover the following topics:<br><br>• Outlining a framework for policy analysis<br>• The different forms of power influential to policy making<br>• The changing global health policy environment<br>• The implications of the concept of 'equity' in health policy<br>• Meaning and role of concepts of Governance and Institutions<br>• Different theories that are useful in policy analysis<br>• The political nature of evidence for policy making in health |

# Teaching and Learning

**Notional Learning Hours**

| Type of Learning Time | Number of Hours | Expressed as Percentage (%) |
|---|---|---|
| Contact time | 28 | 28% |
| Directed self-study | 27 | 27% |
| Self-directed learning | 7 | 7% |
| Assessment, review and revision | 38 | 38% |
| **Total** | **100** | **100%** |

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive (online or on-campus) and self-directed study.

| Teaching and Learning Strategy |
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| Teaching will be by recorded lectures, live zoom question and answer (Q&A) sessions, Moodle discussion groups, and online live seminars. There will be nine lectures, all linked to live Q&A, with seven linked to a directed Moodle discussion Forum and seminar; seminar results consist of directed group presentations by students to the whole class, and facilitated discussion. There are also two plenary seminars reviewing the module content and a further seminar session linked to the assessment. |

| **Teaching and Learning Strategy** |
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| All lectures (live and pre-recorded) will be recorded, and posted on Moodle for offline viewing and/or audio. Pdf versions of slides will be posted for all lectures. Each session will host a Moodle discussion forum where students can post their questions, concerns and discussion points in their own time. |

## Assessment

| **Assessment Strategy** |
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| Students will be expected to write a short formative essay of up to 2,500 words as part of this module. The essay must be handed in by the end of the first term.<br><br>The summative assessment for this module is by written examination in June. |

**Summative Assessment**

| Assessment Type | Assessment Length (i.e. Word Count, Length of presentation in minutes) | Weighting (%) | Intended Module Learning Outcomes Tested |
|---|---|---|---|
| Exam (Papers 1 & 2) | 1 question in Paper 1 | 100% | 1-5 |

| **Resitting assessment** |
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| Resits will accord with the LSHTM's Resits Policy |

## Resources

**Indicative reading list**

**Week one – Policy Analysis Framework:** Walt, G., Gilson, L. (1994). Reforming the role of the health sector in developing countries: the central roles of policy analysis Health Policy and Planning. 9:353-370.

**Week two – Power and Policy Making:** Chapters 1 and 2 in: Buse, K., Mays, N, Walt, G. (2012). Making Health Policy. Second Edition. Maidenhead, Berkshire: Open University Press.

**Week three – Global Governance:** Chapters 8 in: Buse, K., Mays, N, Walt, G. (2012). Making Health Policy. Second Edition. Maidenhead, Berkshire: Open University Press

**Week four – Policy Actors** Chapters 3 and 6 in: Buse, K., Mays, N, Walt, G. (2012). Making Health Policy. Second Edition. Maidenhead, Berkshire: Open University Press

**Week five – Setting the Policy Agenda** Chapter 4 in: Buse, K., Mays, N, Walt, G. (2012). Making Health Policy. Second Edition. Maidenhead, Berkshire: Open University Press

**Week six – Equity** Kildal, N., & Kuhnle, S. (2007). Introduction.  Normative foundations of the welfare state: the Nordic experience. Routledge. Pp 1-9 & The Nordic welfare model and the idea of universalism. Pp 11-33

**Week seven – Institutions** Hill, M. (2009) Institutional theory. In: The Public Policy Process, fifth edition, Harlow: Pearson Longman: 67-89.

**Week eight – The Research-Policy Nexus** Chapter 9 in: Buse, K., Mays, N, Walt, G. (2012). Making Health Policy. Second Edition. Maidenhead, Berkshire: Open University Press

**Week nine – Implementation** Chapter 7 in: Buse, K., Mays, N, Walt, G. (2012). Making Health Policy. Second Edition. Maidenhead, Berkshire: Open University Press

**Week ten – Summary** Chapter 10 in: Buse, K., Mays, N, Walt, G. (2012). Making Health Policy. Second Edition. Maidenhead, Berkshire: Open University Press

**<u>Other resources</u>**
Module Information can be found on the Virtual Learning Environment (Moodle).  This contains information about each session and key references for the module.  Moodle also will form the key resource for discussion groups; online lectures and seminars.  A textbook (Making Health Policy, 2012 Edition) is also utilised and will need to be read in the library or purchased separately.

## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to lecture notes and copies of the slides used during the lecture prior to the lecture (in pdf format). All lectures are recorded and made available on Moodle as quickly as possible. 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. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

For students who require learning or assessment adjustments and support this can be arranged through the Student Support Services – details and how to request support can be found on the [LSHTM Disability Support pages](#).