MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2023-24
Module Code	1117
Module Title	Health Policy, Process & Power
Module Organiser(s)	Mark Marchant, Meenakshi Gautham, Nicholas Mays
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 10 **ECTS:** 5
HECoS Code	100648 : 100489
Term of Delivery	Term 1
Mode of Delivery	For 2023-24 this module will be delivered by predominantly face-to-face teaching modes. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. 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 (Maximum 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
Timetabling slot	Term 1
Last Revised (e.g. year changes approved)	August 2023

Programme(s) This module is linked to the following programme(s)	Status
MSc Public Health for Development	Compulsory
MSc Public Health (General)	Recommended
MSc Public Health (Environment & Health)	Recommended
MSc Public Health (Health Economics)	Recommended
MSc Public Health (Health Promotion)	Recommended
MSc Public Health (Health Services Management)	Compulsory as either/or with 1107 Health Services
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
The overall module aim is to: • equip students to study or work in the health policy arena at international, national and local levels.

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

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Outlining a framework for policy analysis • The different forms of power influential to policy making • The changing global health policy environment • The role of policy actors • The implications of the concept of 'equity' in health policy • Meaning and role of concepts of Governance and Institutions • Different theories that are useful in policy analysis • The political nature of evidence for policy making in health • The stages of the policy process (policy identification, formulation, and implementation)

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.

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

Teaching and Learning Strategy
Teaching will be by recorded lectures, face-to-face question and answer (Q&A) sessions, Moodle discussion groups, and in-person (F2F) seminars. There will be nine lectures, all linked to a live Q&A, and a directed Moodle discussion Forum. Weekly F2F seminars consist of directed group presentations by students (6) and seminar leaders (3) and facilitated discussion. There is also a further seminar session linked to the assessment.

Teaching and Learning Strategy
All lectures will be pre-recorded and posted on Moodle for offline viewing and/or audio five days in advance. 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. A Q&A online tool (Poll Everywhere) with rank-voting of questions will be available for students to post questions that lecturers can respond to in the live (F2F) Q&A each week.

Assessment

Assessment Strategy
For students registering in 2022-23, or thereafter: The summative assessment for this module is by individual written assessment to be submitted in the final week of term.

For students initially registered prior to 2022-23: The summative assessment will be by timed open-book examination as part of written examinations in June 2024. |

Summative Assessment for students registering in 202-23, or thereafter

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Written essay	1,500	100%	1-5

Summative Assessment for students registering prior to 2022-23

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Timed, open-book examination	1,500 word essay	100%	1-5

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

For students registering in 2022-23, or thereafter: The re-sit will be the same as the original assessment, but the student must choose a different question option.

Students registering prior to 2022-23: Re-sit exam. |

Resources

Indicative reading list

Week one – Policy Analysis Framework: Chapter 1 in: Buse K, Mays N, Colombini M, Fraser A, Khan M, Walls H. (2023). Making Health Policy. Third Edition. Maidenhead: Open University Press, McGraw Hill

Week two – Power and Policy Making: Chapter 2 in: Buse K, Mays N, Colombini M, Fraser A, Khan M, Walls H. (2023). Making Health Policy. Third Edition. Maidenhead: Open University Press, McGraw Hill

Week three – Global Governance: Chapters 9 and 10 in: Buse K, Mays N, Colombini M, Fraser A, Khan M, Walls H. (2023). Making Health Policy. Third Edition. Maidenhead: Open University Press, McGraw Hill

Week four – Policy Actors Chapters 3 and 4 in: Buse K, Mays N, Colombini M, Fraser A, Khan M, Walls H. (2023). Making Health Policy. Third Edition. Maidenhead: Open University Press, McGraw Hill

Week five – Setting the Policy Agenda Chapter 5 in: Buse K, Mays N, Colombini M, Fraser A, Khan M, Walls H. (2023). Making Health Policy. Third Edition. Maidenhead: Open University Press, McGraw Hill

Week six – Equity Chapter 8 in: Buse K, Mays N, Colombini M, Fraser A, Khan M, Walls H. (2023). Making Health Policy. Third Edition. Maidenhead: Open University Press, McGraw Hill

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 7 in: Buse K, Mays N, Colombini M, Fraser A, Khan M, Walls H. (2023). Making Health Policy. Third Edition. Maidenhead: Open University Press, McGraw Hill

Week nine – Implementation Chapter 6 in: Buse K, Mays N, Colombini M, Fraser A, Khan M, Walls H. (2023). Making Health Policy. Third Edition. Maidenhead: Open University Press, McGraw Hill

Week ten – Summary Chapter 11 in: Buse K, Mays N, Colombini M, Fraser A, Khan M, Walls H. (2023). Making Health Policy. Third Edition. Maidenhead: Open University Press, McGraw Hill

<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, 2023 Edition) is also utilised and can be read online or 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.