# MODULE SPECIFICATION

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| **Academic Year (student cohort covered by specification)** | 2024-25 |
| **Module Code** | 1117 |
| **Module Title** | Health Policy, Process & Power |
| **Module Organiser(s)** | Mark Marchant, Nicholas Mays |
| **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 2024-25 this module will be delivered predominantly face-to-face. <br><br> Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be predominantly face-to-face . 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)** | 240 |
| **Target Audience** | This module is intended for students interested in the political dimensions of health policy and policy making. It assumes no social or political science experience, although it draws on concepts from the fields of policy studies and political science.  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 designed to introduce key explanatory theories of health policy making that can apply within and across countries and at the global level. It includes discussion and debate of real-world examples of health policy in low, middle and high-income countries, and provides analytical tools to understand and act in the health policy arena. |
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| **Duration** | 10 weeks at 0.5 days per week |
| **Timetabling slot** | Term 1 |
| **Last Revised (e.g. year changes approved)** | August 2024 |

| 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 (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** |
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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 should 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 policy change;<br>3. Identify the key actors within 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 implementation and evaluation;<br>5. Plan how to use the policy analysis framework introduced during the module in research on policy and/or decision-making in policy. |

# Indicative Syllabus

| Session Content |
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| The module covers the following topics:<br><br>• A basic framework for health policy analysis<br>• The different forms of power influential in policy making<br>• The changing global health policy environment<br>• The role of policy actors<br>• The implications of the concept of 'equity' in health policy<br>• The meaning and role of of governance and institutions in health policy<br>• Different theories that are useful in policy analysis<br>• The political nature of evidence for policy making in health<br>• The stages of the policy process (policy identification, formulation, implementation and evaluation) |

# 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 |
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| Teaching will be by live face-to-face lectures and discussions related to lectures, and in-person (F2F) seminars. There will be ten lectures, all with discussion time. Weekly F2F seminars consist of directed group presentations by students (6) and seminar leaders (3) and facilitated discussion. There are also further online sessions to help students prepare for the assessed essay. |

| Teaching and Learning Strategy |
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| All lectures will be delivered live (F2F) with recordings posted online. PDF versions of slides will be posted for all lectures. Each lecture 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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| The summative assessment for this module is by individual written assessment to be submitted in the final week of term (Week 10, Term 1). |

**Summative Assessment**

| 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 |

| Resitting assessment |
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| Resits will accord with Chapter 8a of the LSHTM Academic Manual<br><br>The re-sit will be the same as the original assessment, but the student must choose a different question option. |

# 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 – 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 three – 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 four – 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 five – Power and Policy:** 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 six – 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 seven – 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 eight – Institutions** Hill, M. (2009) Institutional theory. In: *The Public Policy Process*, fifth edition, Harlow: Pearson Longman: 67-89.

**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 delivered live (F2F) and 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.