LONDON SCHOOL of HYGIENE &TROPICAL MEDICINE

MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2024-25
Module Code	1808
Module Title	Health Systems
Module Organiser(s)	Dina Balabanova, Josephine Exley (Deputy)
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS** 15 **ECTS** 7.5
HECoS Code	100648 : 100476
Term of Delivery	Term 2
Mode of Delivery	For 2024-25 this module will be delivered predominantly by face-to-face teaching modes.

Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will predominantly be delivered face-to-face. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study and participation in online discussion boards (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)	70 – 90
Target Audience	It is expected that the module will be of interest to students on the MScs in Public Health, Health Policy Planning and Financing and Public Health for Development, and others.
Module Description	This module runs for 5 weeks during Thursday and Friday of term 2, C2 Slot. Teaching is a mixture of in-person lectures and seminars and interactive activities via online fora, as well as self-directed learning.
The intention of the module is to prepare students for work in national health systems, for example in strategic planning,

| | policy design and implementation, at national, regional, and district level, and also in international organisations, NGOs and academic institutions.

The module covers (in a compressed form) key health systems frameworks and issues on national and international agendas and seeks to equip students with the language and key concepts to enable them to engage in high level debates. Ultimately, the ability to undertake health systems analysis in relation to a particular issue will be a key aim of the module. The experience of writing a concise, policy-relevant editorial (the module assessment), is a transferable skill that is central to many of the professional roles noted above. |
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| **Duration** | 5 weeks at 2.5 days per week |
| **Timetabling slot** | C2 |
| **Last Revised (e.g. year changes approved)** | September 2024 |

Programme(s) This module is linked to the following programme(s)	Status *(Compulsory/Recommended Option)*
MSc Public Health (Health Services Management)	Recommended
MSc Public Health	Recommended
MSc Public Health (Health Economics)	Recommended
MSc Public Health (Health Services Research)	Recommended
MSc Health Policy, Planning & Finance	Recommended
MSc Public Health for Development	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • demonstrate understanding of the functioning of health systems, drawing on relevant disciplinary perspectives. This will involve understanding the core building blocks of health systems and modes of operation, the implications of different approaches to system design for access, quality, and broader outcomes, and highlighting the equity impacts of different design features.

Module Intended Learning Outcomes
Upon successful completion of the module a student should be able to: 1. Define the concept of a 'health system', and operationalise its core objectives, elements and functions in different contexts.   2. Understand key global debates with regards to health systems, and major theories and research approaches related to health systems functioning.   3. Drawing on a range of key approaches and models, to analyse health systems and the role of historical and political factors influencing these.   4. Assess the role of different health care system configurations to promoting good health, access to services, equity, and economic and wider social outcomes.   5. Critically appraise and apply key concepts and approaches to health systems evaluation and performance measurement, the role of policy actors, and global influences on health systems   6. Designing and applying a health systems approach to major health challenges in different contexts.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • What is a health system? What are the health systems for?   • What makes up a health system? Governance.   • Health system functions: Financing.   • Health system functions: Creating resources.   • Health system functions: Provision.   • People-centred health systems   • Universal coverage as a key health system goal.   • Pluralistic health systems: The role of the private/voluntary sector and challenges for access and regulation.   • Assessing health systems and their performance.

Teaching and Learning

Notional Learning Hours		
Type of Learning Time	**Number of Hours**	**Expressed as Percentage (%)**
Contact time	22	15%
Directed self-study	36	25%
Self-directed learning	42	24%
Assessment (including interactive), review and revision	50	36%
Total	**150**	**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
The module includes a combination of lectures, seminars, assessed group activities, online discussions and self-guided learning. Students will be divided into seminar groups covering high-, -middle or low-income settings according to their preferences. The seminars are student-led (with support and guidance from the seminar leader) and will focus on practical case studies chosen to illustrate key policy issues. These will be supplemented by private study. Students running seminars will be expected to initiate and facilitate at least one discussion on Moodle or via email related to their seminar topic, as a part of their preparation.

Assessment

Assessment Strategy
The overall mark will consist of: editorials (graded, 100%), and completion of three forum posts and leading one seminar (not graded). A. Individual assessed written 'editorial' of up to 1500 words, including figures and tables, but excluding references. It will be written in the style of BMJ or the Lancet and examples will be provided. The topic can be selected from a list of questions provided by the module organiser or seminar leaders, or chosen by the students. The questions will draw on the concepts covered in the lectures and essential readings. B. Each student will be expected to post a minimum of 3 posts (100 words each) as a part of an online activity (new or in response to others). These should refer clearly to particular key points from seminars or applications of the concepts covered in the relevant readings. These will be required for module completion but not assessed. C. All students are expected to work in small groups to lead at least one seminar – this is required as an effective learning strategy and required for module completion but not assessed. Students will be provided with clear criteria to guide them in preparing their presentations.

Summative assessment			
Assessment Type	**Assessment Length** (i.e. Word Count, Length of presentation in minutes)	**Weighting (%)**	**Intended Module Learning Outcomes Tested**
Editorial	1500	100%	**1-6**
3 posts on discussion fora	100 words each	Not graded	**2, 5**
Leading 1 seminar	Preparation of content and leading the seminar	Not graded	**2, 5**

Resitting assessment
Resits will accord with Chapter 8a of the LSHTM Academic Manual. The students will be asked to submit another editorial (1500 words) on a topic different from the original submission. The students have to submit 3 blog posts (100 words in each post) if they have not done so, to successfully complete the course.

Resources

Indicative reading list *(if applicable)*
The module does not have core text.

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. 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.