MODULE SPECIFICATION

Academic Year	2026-27
Module Code	GHM104
Module Title	Issues in Global Health Policy
Module Organiser(s)	Coll de Lima Hutchison
Contact email	For students studying University of London Awards (initial registration 2025/2026 and prior years): Enquiries may be made via their Student Advice Centre at: Student Advice Centre. For students studying LSHTM awards (registration in 2026/2027 and onwards) : Enquiries should be emailed to: GHPsupport@lshtm.ac.uk
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS** 15 **ECTS** 7.5
Mode of Delivery	Distance Learning
Mode of Study	Directed self-study, through online materials via the Virtual Learning Environment
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	None
Target Audience	This module is compulsory for the PGCert/PGDip/MSc Global Health Policy by Distance Learning, and an elective module for PG Dip/MSc Health in Humanitarian Crises by Distance Learning. It can also be taken as a standalone module. This module will be of interest to students intending to research or work in health policy-making with a global or international focus.
Module Description	This module serves to introduce and integrate key concepts, theories, methods, and topics to further understanding of major issues in global health. The module will begin by covering how global health policy can be defined, including ways to conceptualise and develop collective action to address global health issues.

	The module primarily focuses on issues that impact middle- and low-income countries, although some of the sessions also discuss issues relevant to high-income countries.
Duration	Moodle is open to access from 1st October. Students then plan their own studies between October and June.
Last Revised (e.g. year changes approved)	June 2025

For students studying UoL awards (initial registration in 2025/2026 and prior years)

Programme(s) This module is linked to the following programme(s)	**Status**
PGCert/PGDip/MSc Global Health Policy (Distance Learning - University of London Worldwide)	Compulsory
PG Dip/MSc Health in Humanitarian Crises (Distance Learning – University of London Worldwide)	Elective

For students studying LSHTM awards (registration in 2026/2027 and onwards)

Programme(s) This module is linked to the following programme(s)	**Status**
PGCert Global Health Policy (Distance Learning)	Compulsory
PGDip Global Health Policy (Distance Learning)	Compulsory
MSc Global Health Policy (Distance Learning)	Compulsory
PGDip Health in Humanitarian Crises (Distance Learning)	Elective
MSc Health in Humanitarian Crises (Distance Learning)	Elective

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • enhance student understanding of global health policy through the application of concepts, theories, and methods to key global health issues.

Module Intended Learning Outcomes
Upon successful completion of the module a student should be able to: 1. define global health policy, using specific examples, and the specific challenges of making public policy in a global context; 2. discuss concepts and theories that describe how global health policy occurs; 3. apply these concepts and theories to analyse selected global health issues; 4. assess how to facilitate collective action to develop global health policy.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Introduction; • The global risk from pandemic influenza; • The political economy of the global AIDS response; • Global strategies for tackling noncommunicable diseases; • Access to pharmaceuticals in a globalised world; • Global health impacts of illicit activities; • Population mobility and global health; • Environmental change and emerging infections; • Global dimensions of sexual and reproductive health; • Horizontal and vertical approaches to global health; • The emergence of new aid donors for global health development; • Global dimensions of mental health; • Health equity in a globalising world; • Conclusions.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	84	56
Self-directed learning	16	11
Assessment, review and revision	50	33
Total	**150**	**100**

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 assessed assignments.

Assessment

Assessment Strategy
Formal assessment of this module includes an assessed assignment (30%) and a time-limited assessment (TLA) (70%). The assessed assignment specifically seeks to address intended learning outcome 3 (apply these concepts and theories to analyse selected global health issues). In the assessed assignment, students will develop policy advice on an issue covered in the module in the form of a policy brief. The time-limited assessment represents a higher percentage of the grade given that it requires students to apply knowledge and understanding gained throughout the module by answering set questions in essay form based on the module intended learning outcomes.

Summative Assessment

Assessment Type	**Assessment Length (i.e. Word Count, Length of presentation in minutes)**	**Weighting** (%)	**Intended Module Learning Outcomes Tested**
Assessed Assignment	1,500 words	30	3
Time-limited assessment	3 questions, word limit of 1,200 words per question	70	1-4

The assessed assignment for this module can be submitted only once annually. The submission deadline for the assessed assignment is **31 March.** The assessed assignment must be submitted via the online Assignment Management System.

Time-limited assessments for DL modules are held once a year, usually in June (including resits). Please note that a separate assessment fee may be payable in addition to the module fee. Further details will be communicated as soon as the final decisions are known.

For students studying UoL awards (initial registration in 2025/2026 and prior years)
Assessments are held in accordance with University of London's annual guidance.

For students studying LSHTM awards (registration in 2026/2027 and onwards)
Assessments are held in accordance with Chapter 8b of the LSHTM Academic Manual.

Resitting assessment
Resits will accord with Chapter 8b of the LSHTM Academic Manual. The Resit assessment will be the same assessment type as the first attempt (see previous table) Where a module is assessed by two or more elements of time-limited assessment and/or one or more assessed assignment(s), each element will require a minimum mark of 1.00 to pass the module. If you fail both elements, you may have to resit one or both elements depending on whether the elements are compensatable or not (see Chapter 2 of the LSHTM Academic Manual). If you pass one element but not the other, you may only resit the failed element.

Resources

Indicative reading list

1. Brugha, R., Bruen, C. & Tancharoensanthien, V. (2014). Understanding Global Health Policy. In G. Grown, G. Yamey & S. Wamala (Eds.), *Handbook of Global Health Policy*. (pp. 21-46). Wiley Blackwell.
2. Moloney, K. & Stone, D. (2019). Beyond the State: Global Policy and Transnational Administration. *International Review of Public Policy*, *1*(1), 104-118.
3. Gostin, L.O. (2014). *Global Health Law*. Harvard University Press (pp. 359-378).
4. Kamradt, S.A. (2012). Changing perceptions: of pandemic influenza and public health responses. *American Journal of Public Health*, *102*(1), 90-98.
5. Bekker, L.G., Alleyne, G., Baral, S., Cepeda, J., Daskalakis, D., Dowdy, D., … Beyrer, C. (2018). Advancing global health and strengthening the HIV response in the era of the Sustainable Development Goals: The International AIDS Society—Lancet Commission. *Lancet*, *392*(10144), 312–58.
6. Reubi, D., Herrick, C., & Brown, T. (2016). The politics of non-communicable diseases in the global South. *Health and Place*, *39*, 179-187.
7. Tenni, B., Moir, H., Townsend, B., Kilic, B., Farrell, A., Keegel, T. & Gleeson, D. (2022). What is the impact of intellectual property rules on access to medicines? A systematic review. *Globalization and Health*, *18*:40. DOI: 10.1186/s12992-022-00826-4
8. Liberman, J. (2012). Combating Counterfeit Medicines and Illicit Trade in Tobacco Products: Minefields in Global Health Governance. *The Journal of Law, Medicine & Ethics*, *40(*2), 326-347.
9. Baker, R.E., Mahmud, A.S., Miller, I.F., Rajeev, M., Rasambainarivo, F., Rice, B.L., … Metcalf, C.J.E. (2022). Infectious disease in an era of global change. *Nature Reviews: Microbiology*, *20*(4), 193-205.
10. Starrs, A., Ezeh, A., Baker, G., Basu, A., Bertrand, J., Blum, R., … Ashford, L. (2018). Accelerate Progress – Sexual and Reproductive Health and Rights for All: Report of the Guttmacher-Lancet Commission. *Lancet*, *391*(10140), 2642-2692.
11. Knaul, F., Bhadelia, R., Atun, R. & Frenk, J. (2015). Achieving effective universal health coverage and diagonal approaches to care for chronic illnesses. *Health Affairs*, *34*, 1514. DOI: 10.1377/hlthaff.2015.0514
12. Gray, K. & Gills, B.K. (2016). South-South cooperation and the rise of the Global South. *Third World Quarterly*, *37*(4), 557-574.

Other resources

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

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to the majority of the module learning materials, including a study guide and online reading list (detailing both essential and recommended readings), and additional resources including supplementary exercises and optional lecture recordings. 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 studying University of London Awards (initial registration 2025/2026 and prior years):
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: Inclusive practice and Access arrangements | University of London

For Students Studying LSHTM awards (registration 2026/2027 and onwards):
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.