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MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	GHM204
Module Title	Law and Global Health Policy
Module Organiser(s)	Rachel Hammonds
Faculty	Public Health & Policy: London School of Hygiene & Tropical Medicine http://www.lshtm.ac.uk/php/
FHEQ Level	Level 7
Credit Value	CATS 15 ECTS 7.5
HECoS Code	100485 : 100681
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	PG Diploma and MSc students taking this module need to have successfully completed at least 3 of the core GHP modules – GHM 101, 102, 103 or 104. Individual module students, London-based MSc students or registered research degree students wishing to take this module are expected to have working understanding of materials and key concepts covered in GHM 102 The politics of global health policy.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	None
Target Audience	Elective module for students on DL MSc/PGDip Global Health Policy programme. The module is also available as a stand-alone individual module for anyone interested in developing a critical understanding of the relationship between law and public health, and how law can be used as a tool to protect and promote public health.
Module Description	This module introduces students to the role of law, both



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	national and international, as a tool of global health policy. It focuses on increasing understanding of the relationship between law and global health policy. It examines how law is employed to address key global health policy challenges and equips students to assess how law can positively or negatively affects health.
Duration	Moodle is open to access from 1 st October each year. Students then plan their own studies between October and June. Examinations are held in the first three weeks of June.
Last Revised (e.g. year changes approved)	March 2020

Programme(s)	Status
This module is linked to the following programme(s)	
PGDip/MSc Global Health Policy (Distance Learning - University of London Worldwide)	Elective

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: <ul style="list-style-type: none"> introduce students to the role of law, both national and international, as a tool of global health policy enabling them to assess how and when law can advance global health policy goals.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> Demonstrate a basic understanding of national and international law, including its sources and implementation in a variety of contexts; Critically assess the role of national and international law in protecting and promoting or negatively affecting health; Compare diverse legal/regulatory frameworks relating to health; Critically discuss the relationship between global health policy issues and diverse legal/regulatory frameworks.



Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Introduction to law and global health policy;
- Introduction to national law;
- Introduction to international law;
- National law and healthcare;
- National law and the determinants of health (other than health care);
- National law and infectious disease control (national 'public health law');
- International law and infectious disease control (the International Health Regulations);
- International law and the determinants of health I (the Framework Convention on Tobacco Control);
- International law and the determinants of health II (the Framework Convention on Climate Change);
- International law and healthcare I (the Agreement on Trade-Related Aspects of Intellectual Property Rights);
- International law and healthcare II (The International Covenant on Economic, Social and Cultural Rights).

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	66	44
Self-directed learning	34	23
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 formative assignments.



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Assessment

Assessment Strategy

Formal assessment of this module includes a written (2000 word) assessed assignment (30%) and a final two-hour unseen written examination (70%).

For the AA the students focus on national law and global health policy by focusing on the legislation of a particular country. The AA focuses on Learning Outcomes 1, 2 (focus on national law). Written feedback is provided for the AA allowing students to build on the skills and knowledge that is tested in the AA for the exam.

For the final exam the students focus on international law and global health policy. The exam focuses on Learning Outcomes 3,4 but requires the student to apply their learning across the whole of the module.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment	2000 words	30	1,2
Exam	2 hours	70	3,4

The assessed assignment for this module can be submitted only once annually, no later than 31 March and must be submitted via the online Assignment Management System.

Unseen written examinations for DL modules are held once a year, in June (including resits). Examinations are normally taken in a student's country of residence, in one of over 650 examination centres worldwide (arranged mainly through Ministries of Education or the British Council). A list of examination centres can be found at <https://london.ac.uk/current-students/examinations/examination-centres>

A local fee will be payable direct to the examination centre. This fee is in addition to the programme/module fee and is set by, and paid directly to, the individual examination centres. The level of local examination centre fees varies across the world and neither the University of London nor the LSHTM have any control over the fee amount.

Resitting assessment

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



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Resources

Indicative reading list

Bodansky, D., Brunnée, J., & Rajamani, L. (2017). *International climate change law*. Oxford University Press.

Davies, S. E., Kamradt-Scott, A., & Rushton, S. (2015). *Disease diplomacy: International norms and global health security*. JHU Press.

Dietz, W. H., Benken, D. E., & Hunter, A. S. (2009). Public health law and the prevention and control of obesity. *The Milbank Quarterly*, 87(1), 215-227.

Gostin, L. O., & Wiley, L. F. (2016). *Public health law: power, duty, restraint (3rd edition)*. Univ of California Press. (Chapter 1: A Theory and Definition of Public Health Law)

Mandela, N. (1994). *Long Walk to Freedom*. Little, Brown.

Ooms, G., & Hammonds, R. (2018). The Human Right to Health and Global Health Politics. In *The Oxford Handbook of Global Health Politics*. Oxford University Press.

Randall, M., & Venkatesh, V. (2015). The Right to No: The Crime of Marital Rape, Women's Human Rights, and International Law. *Brook. J. Int'l L.*, 41, 153.

Roemer, R., Taylor, A., & Lariviere, J. (2005). Origins of the WHO framework convention on tobacco control. *American Journal of Public Health*, 95(6), 936-938.

Schauer, F. (2014). The behavioral consequences of theories of law.

Tobin, J. (2012). *The right to health in international law*. Oxford University Press.

Verani, A. R., Emerson, C. N., Lederer, P., Lipke, G., Kapata, N., Lanje, S., ... & Miller, B. (2016). The role of the law in reducing tuberculosis transmission in Botswana, South Africa and Zambia. *Bulletin of the World Health Organization*, 94(6), 415.

Other resources

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



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Teaching for Disabilities and Learning Differences

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.

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 <https://london.ac.uk/applications/how-it-works/inclusive-practice-access-arrangements>