MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	1808
Module Title	Health Systems
Module Organiser(s)	Dr Dina Balabanova
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 2020-21 this module is delivered online. Teaching will comprise 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)	40 - 60
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.
Module Description	This module runs for 5 weeks during Thursday and Friday of term 2, C2 Slot. Teaching is a mixture of lectures and seminars (delivered digitally) and interactive activities via online fora. 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, in international organisations, NGOs, and

	academic institutions, among others. The module covers (in a compressed form) key health systems frameworks and issues that are on national and international agendas and seeks to equip students with the language, key concepts, and ability to engage in high level debates. The ability to write a concise, policy-focussed editorial, which is part of the module assessment, is a transferable skill that is core to many of these roles.
Duration	5 weeks at 2.5 days per week
Timetabling slot	C2
Last Revised (e.g. year changes approved)	October 2020

Programme(s) This module is linked to the following programme(s)	Status
MSc Public Health (Health Services Management)	Recommended
MSc Health Policy, Planning & Finance	Recommended
MSc Public Health	Recommended
MSc Public Health (Environment & Health)	Recommended
MSc Public Health (Health Economics)	Recommended
MSc Public Health (Health Services Research)	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 and enable students to undertake analysis of health systems in developed and developing countries. This will involve understanding the core building blocks of health care 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 will be able to:
1. Define the concept of a 'health system', and its core objectives, elements and functions. Understand the debates around boundaries of a health system, and major theories and research approaches related to the understanding of health systems
2. Drawing on a range of key approaches and models, to analyse health systems and the role of historical and political factors influencing these
3. Assess the role of different health care system configurations to promoting good health, access to services, equity, and economic and wider social outcomes
4. 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
5. Be able to apply a health systems approach to major health challenges in a range of 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	14%
Directed self-study	36	25%
Self-directed learning	42	24%
Assessment (including interactive), review and revision	50	36%
Total	**150**	**100%**

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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. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive (online or on-campus) 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- or low-income settings (and possibly middle-income) according to their preferences. The seminars will be to a large extent student-led (with 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 75% for the editorials, and 25% for forum posts.
A. Individual assessed written 'editorial' of up to 1500 words, excluding references, figures and tables. 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. This will constitute 25% of the overall assessment.

Assessment Strategy
C. All students are expected 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 for assessment 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	75%	1-5
3 posts on discussion fora	100 words each	25%	1-5

Resitting assessment
Resits will accord with the LSHTM's [Resits Policy](#) For individual students resitting a group assessment there will be an approved alternative assessment as detailed below. The students will be asked to submit another editorial (1500 words) on a topic different from the original submission. (Any student not having submitted 3 blog posts (100 words in each post), will need to do so in order to successfully complete the module).

Resources

Indicative reading list
The module does not have core text. Readings will be provided later in Term 1.

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the Moodle Accessibility Statement which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the LSHTM Disability Support pages.