



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2025-26
Module Code	1117
Module Title	Health Policy, Process & Power
Module Organiser(s)	Mark Marchant, Nicholas Mays, Georgia Chisnall
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	CATS: 10 ECTS: 5
HECoS Code	100648 : 100489
Term of Delivery	Term 1
Mode of Delivery	For 2025-26 this module will be delivered predominantly face-to-face. 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.
Duration	10 weeks at 0.5 days per week
Timetabling slot	Term 1
Last Revised (e.g. year changes approved)	August 2025

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Public Health for Global Practice	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)
MSc Reproductive & Sexual Health Research	Compulsory (Option)
MSc Climate Change and Planetary Health	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> equip students to study or work in the health policy arena at international, national and local levels.

Module Intended Learning Outcomes

Upon successful completion of the module a student should be able to:

1. Review different basic theoretical approaches and concepts used in policy analysis;
2. Analyse the political system within which policies are made and the contextual factors that influence policy change;
3. Identify the key actors within policy making, and understand some mechanisms of power and influence over policy change;
4. Identify key features of the processes of policy identification, formulation implementation and evaluation;
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

The module covers the following topics:

- A basic framework for health policy analysis
- The different forms of power influential in policy making
- The changing global health policy environment
- The role of policy actors
- The implications of the concept of 'equity' in health policy
- The meaning and role of governance and institutions in health policy
- Different theories that are useful in policy analysis
- The political nature of evidence for policy making in health
- 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

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.

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

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

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual

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

Other resources

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](#).