Master of Science
Health Policy

Role of this Handbook

This handbook is a guide to our MSc programmes and to the academic and pastoral support available to you. The handbook is specific to students studying programmes within the **Global Health Policy Unit** (GHPU). It should be read alongside the School's generic **Taught Masters Students Handbook** which provides information common to all taught MSc programmes within the School of Social & Political Science.

Please read this handbook carefully, and keep it for future reference. It will help you to you make the most of your time on your programme.

Some important general aspects covered in this handbook are amplified in the University's *Code of Practice* for Taught postgraduate programmes (taught MSc) which will be issued with your matriculation papers and which you are also expected to read. This code of practice is also available online at https://www.ed.ac.uk/academic-services/policies-regulations.

Note that whilst every effort has been made to ensure that the information in this handbook is as correct and up-to-date as possible, the handbook does not form part of any contract between the University and an MSc student. The handbook does not supersede the University Regulations, nor the formal requirement for each degree as set out in the University's Postgraduate Study Programme in the University Calendar, nor the Terms and Conditions of Admissions set out in the Postgraduate Prospectus.

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1. Introduction

Who we are

The Global Health Policy Unit

The Global Health Policy Unit (GHPU) is located within the subject area of Social Policy within the School of Social and Political Science. It aims to offer exceptional cross-disciplinary training in the principles and methodology of international public health policy, playing a key role in the University's internationalisation strategy.

GHPU staff are committed to conducting outstanding research, and to playing a leading role in debates around the impact of current policies on public health and social inequalities. We contribute to the world's leading peer-reviewed journals, and to professional journals, newspapers and magazines, and radio and television programmes.

Our research agenda is interdisciplinary and international, and our staff offer high-level expertise and experience in public health, public policy, medicine, political science, economics, anthropology, and health services research. Our research activities directly inform our innovative postgraduate teaching.

We currently run two taught MSc programmes:

- Global health policy
- Health policy (with options to specialise in Health Systems or Health Inequalities)

The GHPU has close teaching and research links with the Centre for Population Health Sciences section in the College of Medicine and Veterinary Medicine: http://www.cphs.mvm.ed.ac.uk/

Social Policy

The GHPU is part of the subject area of Social Policy which is the leading centre for research and teaching in social policy in Scotland and one of the major centres in the UK. Social Policy includes four research interest groups: Global Public Health, Work, Economy and Welfare, Policy and Governance and Families, Children and Welfare. Further details are available on the Social Policy website: http://www.socialpolicy.ed.ac.uk/

The School of Social and Political Science, College of Humanities and Social Science

The School of Social and Political Science (SSPS) is part of the College of Humanities and Social Science. It was established to promote interdisciplinary collaboration across the member subjects: Politics and International Relations; Science, Technology and Innovation Studies [STIS]; Social Anthropology; Social Policy; Social Work; and Sociology. The Global Public Health Unit joined the school in 2010 as part of the Social Policy subject area. The School also includes the Institute of Governance, and the Centres for African Studies and South Asian Studies. The Head of School is Professor Linda McKie. Its academic staff complement currently number around 175.

2. Key contacts and support

Programme Director

MSc Global Health Policy - Dr Sudeepa Abeysinghe
MSc Health Policy - Dr Sudeepa Abeysinghe

Contact details (core GHPU staff)

Mark Hellowell
Head of GHPU
3.24, Chrystal Macmillan Building
15a George Square, Edinburgh, EH8 9LD
Email: mark.hellowell@ed.ac.uk
Tel: (0131) 6511 330
Guidance and Feedback hours:
Monday 11:00-12:30

Sudeepa Abeysinghe
2.25, Chrystal Macmillan Building
15a George Square, Edinburgh, EH8 9LD
Email: sudeepa.abeysinghe@ed.ac.uk
Tel: (0131) 651 5471
Guidance and Feedback hours:
Tuesday 15.30-17.00

Emily Adrion
(on research leave in Semester 1)
3.26, Chrystal Macmillan Building
15a George Square, Edinburgh, EH8 9LD
Email: Emily.Adrion@ed.ac.uk
Tel: (0131) 651 3871
Guidance and Feedback hours:
Tuesday 10.30-12.00

Eleanor Brooks
3.27, Chrystal Macmillan Building
15a George Square, Edinburgh, EH8 9LD
Email: eleanor.brooks@ed.ac.uk
Tel: (0131) 6504 282
Guidance and Feedback hours:
Thursday 15.00-16.30

Jeff Collin
2.10, Chrystal Macmillan Building
15a George Square, Edinburgh, EH8 9LD
Email: jeff.collin@ed.ac.uk
Tel: (0131) 651 3961
Guidance and Feedback hours:
Tuesday 11.00-12.00

Sarah Hill
2.07, Chrystal Macmillan Building
15a George Square, Edinburgh, EH8 9LD
Email: s.e.hill@ed.ac.uk
Tel: (0131) 650 3884
Guidance and Feedback hours:
Monday 11:00-12:30

Kaveri Qureshi
2.10, Chrystal Macmillan Building
15a George Square, Edinburgh, EH8 9LD
Email: kaveri.qureshi@ed.ac.uk
Tel: (0131) 651 1637
Guidance and Feedback hours:
Wednesday 13.00-14.30

Rob Ralston
G.2, 22 George Square, Edinburgh, EH8 9LD
Email: rob.ralston@ed.ac.uk
Tel: (0131) 0131 650 6390
Guidance and Feedback hours:
Monday 10.30-12.00

Alex Wright
G.2, 22 George Square, Edinburgh, EH8 9LD
Email: alex.wright@ed.ac.uk
Tel: (0131) 6504 147
Guidance and Feedback hours: Thursday
13:30-15:00

You can meet with staff during their guidance and feedback hours without an appointment, and this is usually the most efficient way to communicate with staff about individual student concerns or issues**.** Meetings at alternative times may be arranged via e-mail when necessary (e.g. if your work schedule clashes with guidance and feedback hours). *Please note that it may take up to five days for staff to respond to emails*. Staff deal with a large volume of email correspondence, so please be thoughtful about sending emails and realistic about staff response times. Please do not come to staff offices expecting to be able to meet with them outside their normal guidance and feedback hours (except in cases where a prior appointment has been made) as this can be disruptive and a source of frustration for both staff and students.

You will meet with your Programme Director during induction week to discuss course options prior to selecting what courses you will take. Thereafter, your Programme Director and/or Personal Tutor are available as a *first line of support and advice for any scholarly or personal issues which may arise during the programme*. It is your responsibility to inform your Programme Director/Personal Tutor immediately of any problems that are interfering with your coursework or progress through the programme, including any religious or medical requirements or disability that might affect your participation in any aspect of the programme. The Programme Director is designated as the supervisor for all students on the Programme; when you progress to the dissertation stage, supervision responsibility may transfer to a new supervisor suitable for your chosen dissertation topic.

Administrative Support

Administrative support for the MSc programmes is provided through the Graduate School Office (GSO) on Level 1 (room 1.20) of the Chrystal Macmillan Building. The GSO is open **Monday to Friday from 09.30am to 16.30**.

To contact the administrative secretary for GHPU's taught MSc programmes:
 Jack Smith
 Graduate School Office, School of Social and Political Science
 Room 1.20, Chrystal Macmillan Building
 15a George Square, University of Edinburgh, EH8 9LD
 Email: pgtaught.sps@ed.ac.uk
 Tel: 0131 651 5122

Student Support Officers

Our student support officers are responsible for: course changes, extensions, special circumstances, programme handbooks, leaves of absence, concessions and withdrawals, engagement and attendance monitoring support, progression and awarding Boards of Examiners.
 Emma Lawson, GHPU's PG Student Support Officer:
 Room G.05, Chrystal Macmillan Building
 15a George Square, University of Edinburgh, EH8 9LD
 Email: pgtaught.sps@ed.ac.uk

Additional advice and support

In addition to your Programme Director, the Student Support Officers and the Administrative Secretary, other sources of support are available to you:

- If an issue arises that is specific to one particular course or session, please feel free to approach the respective Course Organiser, lecturer or seminar leader.
- Should any difficulty emerge in your relationship with your Programme Director or Personal Tutor that you are unable to resolve through direct discussion, please contact the Director of GHPU (Mark Hellowell) or one of the other Personal Tutors (Kaveri Qureshi, Alex Wright, Rob Ralston, and Sudeepa Abeysinghe).
- Once your dissertation topic has been agreed and an appropriate supervisor has been appointed, this person may act as your *de facto* Programme Director during the dissertation period.
- In situations where an issue or problem is common to a number of students, your programme representative(s) may facilitate communication of these issues to GHPU staff.
- In situations where you are uncomfortable discussing an issue with any of the GHPU staff, please contact the Deputy Director for taught postgraduate issues Dr Stefan Ecks: Stefan.Ecks@ed.ac.uk.

4. Programme Structure

Introduction

Both MSc programmes offered by the Unit enable students to analyse and evaluate public policy and institutions so as to respond to the challenge of improving population health and reducing health inequalities. They are distinctive in providing for specialisation in health policy issues, in addressing the health impacts of globalisation, in addressing health inequalities within and between states and in global health governance.

The programmes have been designed to be accessible to students from diverse national and disciplinary backgrounds and this is reflected in their structure. The first semester includes a foundation course in *Population Health and Health Policy* which introduces the key principles and theories relevant to understanding health and health policy at a population level. This course is intended to equip students with the skills and understanding necessary to undertake more specialist courses in the second semester. In addition, each MSc programme has its own core and additional courses, with the MSc in Health Policy offering students the opportunity to specialise in one of three possible streams (focused on health policy, health systems, or health inequalities).

The structure of the programmes reflects the substantial common ground shared by them, and also incorporates substantial flexibility to reflect the interdisciplinary nature of the work involved and the diverse experiences and interests of students.

Confirmation of selected courses must be made in consultation with your Programme Director.

Course selection for the programmes

This structure incorporates substantial flexibility to reflect the interdisciplinary nature of the work involved and the diverse experiences of students. The majority of courses within each programme are designed and delivered by staff within GHPU to maintain the coherence of the programme. For elective courses, you are encouraged to consider courses within the School of Social and Political Science and the Centre for Population Health Science (see section 7).

Please note that confirmation of your course selection must be made in consultation with your Programme Director. For semester 1, the Programme Director may advise alternative choices during the induction week discussions.

Programme table: MSc Global Health Policy

http://www.drps.ed.ac.uk/19-20/dpt/ptmscglohp2f.htm

- **Core courses – 40 credits**
  SCPL11017   Population Health and Health policy (20 credits)
  IPHP11003   Global Politics of Public Health (20 credits)

AND

- **Additional courses – 80 credits**

1) **Option courses.** Select at least **60 credits** from the following courses, as available:
   PGSP11491   Understanding Infectious Disease (10 credits)
   PSGP11492   Researching Health & Policy: Qualitative Approaches (10 credits)
   PGSP11431   Health Systems Analysis (20 credits)
   IPHP11002   Social Determinants of Health and Public Policy (20 credits)
   SCPL11015   Health and Human Rights (20 credits)
   PGSP11364   Health Systems: Strengthening and Reform (20 credits)

AND

2) **Elective courses**. Select up to **20 credits** from Level 11 courses in Schedules D, H, J, R and W, as available. (See section 7 of this handbook for a list of suggested / recommended elective courses.)

AND

- **Dissertation – 60 credits**

  Select one of the following courses

  PGSP11405 Dissertation – Health Policy
  OR
  PGSP11405 Work-based dissertation – Global Health Policy Unit

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Programme table: MSc Health Policy

http://www.drps.ed.ac.uk/19-20/dpt/ptmscheapo1f.htm

- **Core course – 20 credits**
  SCPL11017   Population Health and health policy (20 credits)

AND

- **Additional courses – 100 credits**

  A: Health policy stream: Select exactly **40 credits** from the following courses, as available:
  PGSP11247   Political Issues in Public Policy (20 credits)
  PGSP11246   Economic Issues in Public Policy (20 credits)
  PGSP11364   Health Systems: Strengthening and Reform (20 credits)
  IPHP11002   Social Determinants of Health and Public Policy (20 credits)

  OR

  B: Health systems stream: Select exactly **40 credits** from the following courses:
  PGSP11431   Health Systems Analysis (20 credits)
  PGSP11364   Health Systems: Strengthening and Reform (20 credits)

  OR

  C: Health inequalities stream: Select exactly **40 credits** from the following courses:
  SCPL11015   Health and Human Rights: Principles, Practice and Dilemmas (20 credits)
  IPHP11002   Social Determinants of Health and Public Policy (20 credits)

  AND

  Option courses. Select a minimum of **40 credits** and a maximum of **60 credits** from the following courses, as available:
  PGSP11363   Health sSystems Analysis (20 credits)
  PGSP11247   Political Issues in Public Policy (20 credits)
  PGSP11491   Understanding Infectious Disease (10 credits)
  PSGP11492   Researching Health & Policy: Qualitative Approaches (10 credits)
  PGSP11529   Researching Health & Policy: Quantitative Approaches (10 credits)
  IPHP11003   Global politics of Public Health (20 credits)
  SCPL11015   Health and Human Rights: Principles, Practice and Dilemmas (20 credits)

  AND

  Elective courses. Select a minimum of **0 credits** and a maximum of **20 credits** from Level 11 courses in Schedules D, H, J, R and W, as available. (See section 7 of this handbook for a list of suggested / recommended elective courses.)

AND

- **Dissertation – 60 credits**

  Select one of the following courses
  PGSP11463 Dissertation – Health Policy **OR**
  PGSP11405 Work-based dissertation – Global Health Policy Unit

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Recommended Electives (MSc Global Health Policy and MSc Health Policy):

For both programmes you are welcome to look at the elective course schedules above. However, the below contains a list of recommended elective choices that are most relevant to these programmes. Further details of these courses may be found in section 7 of this handbook:

PGSP11336	Introduction to risk, regulation and governance (10 credits)
PGSP11337	Regulation and governance of the life sciences (10 credits)
PUHR11056	Global Health Epidemiology (10 credits)
PUHR11036	Extended Epidemiology (10 credits)
PUHR11038	Introduction to Systematic Reviews (10 credits)
SCWR11042	Culture and Mental Health in a Global Perspective (20 credits)
PGSP11225	Gender and Development (20 credits)
PGSP11247	Political issues in public policy (20 credits)
PGSP11246	Economic issues in public policy (20 credits)
PGSP1145	Equality and its Critics (20 credits)

Courses, credits, and schedule

Course	Credits	Semester
Population Health and Health Policy	20	1
Researching Health & Policy: Qualitative Approaches	10	1 (block 1)
Researching Health & Policy: Quantitative Approaches	10	1 (block 2)
Understanding Infectious Disease	10	1 (block 2)
Health Systems Analysis	20	1
Social Determinants of Health & Public Policy	20	2
Global Politics of Public Health	20	2
Health Systems: Strengthening and Reform	20	2
Health and Human Rights	20	2
Dissertation (standard)	60	2 and summer
Dissertation (work-based placement)	60	2 and summer

More detail on GHPU courses is provided in section 6.

5. Assessment

For information on submission of assessed work, the Postgraduate marking scheme, extensions, Referencing, Plagiarism, External Examiners and Board of Examiners as well as appeals, please refer to the MSc Taught Student Handbook.

6. Course outlines for courses delivered by GHPU

SEMESTER 1

Population health and health policy (SCPL11017)

Course organiser: Eleanor Brooks
Semester 1, 20 credits
Assessment: Blog (30% of total mark)
                 Essay (70% of total mark)

Aim: **This course examines concepts and debates relating to public health, health inequalities and health policy in a global context. It enables students to understand the policy making process, to analyse the roles of key health policy actors, and to consider the relationship between evidence and policy in relation to health.**

Public health emphasizes the dual objectives of population health improvement and the reduction of health inequalities; yet there is a lack of consensus over the principal determinants of health, appropriate policy approaches for achieving these goals, and effective strategies for engaging in the making of public policy. This course will introduce students to key concepts and principles in public health and policy analysis, exploring the role of public policy in meeting population health objectives. It offers a problem-focused and multi-disciplinary approach that draws on public health medicine, epidemiology, political science, public administration, sociology and political theory, with a normative focus on health equity a central theme throughout the course. Students will be provided with a conceptual framework within which to analyse the making of health policy, focusing on the varying distribution of power among different actors and stakeholders. Key theories of the state will be introduced, including its various functions in relation to population health, and we will explore changes in health policy associated with the "hollowing out" of the state via the increased role of markets, civil society, and international agencies. The course offers different approaches to understanding the policy process, looking at why some health issues obtain a privileged position within the policy agenda and why others are denied access to it, and emphasising the importance of understanding obstacles to effective implementation.

This course will enable students to:
- Critically analyse the concept of health and its determinants at a population level, and consider the relevance of these for contemporary public policy
- Demonstrate a critical understanding of the range of factors that influence population health and the causes of health inequalities
- Critically apply a conceptual framework for analysis of the health policy process
- Critically assess theories of the state and their implications for the state's role in relation to health
- Consider the increasing role of market actors within the policy process
- Assess the varying roles of civil society organisations within the policy process
- Examine different theoretical approaches to understanding which health issues are situated on the policy agenda and to effective implementation of heath policy
- Evaluate the role of the health system in promoting health and reducing health inequalities at a population level
- Understand conceptual and methodological issues in measuring and monitoring health and health inequalities, and be able to interpret and critically appraise information on health and health inequalities
- Consider the role of scientific evidence in policy-making and examine competing models of the relationship between research and policy

Indicative reading

Buse K, Mays N and Walt G (2012). *Making Health Policy* (2nd ed). London: Open University Press.

Blank R and Buray V. (2010) *Comparative Health Policy* 3rd edition. Basingstoke: Palgrave.

Crinson I (2009) *Health Policy: A Critical Perspective.* London: Sage.

Graham H (2007). *Unequal Lives: Health and socioeconomic inequalities*. Maidenhead; Open University Press.

Sim F and McKee M (eds) (2011). *Issues in public health* (2nd ed). Maidenhead: Open University Press.

Beaglehole R, Bonita R (2004). *Public health at the crossroads* (2nd ed). Cambridge: Cambridge University Press.

Researching Health & Policy: Qualitative Approaches (PSGP11492)

Course organiser: Sudeepa Abeysinghe
Semester 1, block 1, 10 credits
Assessment: Methodological reflection

Aim: **This course introduces you to qualitative research methods as applied to the study of health and health policy. The course takes you practically through several key methods, some of which may be useful in later dissertation work. These include: understanding qualitative approaches to research, analysing policies and texts, and interviews, focus groups and observational/evaluation research.**

This course provides students with an introduction to qualitative methods, as used in the study of health and health policy. The introduction to the course focuses on basic epistemology, and particularly aims to encourage students to consider the link between research questions/aims, methods, and forms of analysis. Following this, each week of the course introduces a set of related research methods which can be used to capture or interrogate a single form of data. Upon completion of the course, students will gain a familiarity with various qualitative approaches to research, have practiced aspects of these approaches within workshops, and have considered ethical and practical implications of qualitative research in relation to questions posed in the health policy field.

On completion of this course, the student will be able to:
- Demonstrate a critical awareness of the links between research questions, research methods, and forms of qualitative data analysis
- Demonstrate a critical awareness of a range of qualitative methods used in health policy research
- Critically assess the strengths and limitations of different methodological traditions and approaches
- Consider and assess the practical and ethical implications of various research methods and contexts
- Critically evaluate empirical studies that use qualitative research approaches to health and health policy

Indicative reading

Becker, H. S. (1998) Chapter 4 Concepts in: Tricks of the Trade: How to Think About Your Research While Doing It. Chicago: University of Chicago Press

Fairclough, N. (1995) Critical Discourse Analysis. Boston: Addison Wesley

Green, J. and Thorogood, N. (2018) Chapter 7 Observational Methods in Qualitative Methods for Health Research. London: Sage

Silverman, D. (2015) Chapter 2 What You Can (and Can't) Do with Qualitative Research in Doing Qualitative Research: A Practical Handbook. London: Sage

Researching Health & Policy: Quantitative Approaches (PGSP11529)

Course organiser: Kaveri Qureshi
Semester 1, block 2, 10 credits
Assessment: Critical appraisal of a published study, 2500 words

Aim: **This course provides students with an introduction to quantitative research methods commonly used to inform health policy.**

This course takes students through several key methods, all of which will be useful in reviewing literature for course assignments and projects, and some of which may also be useful in later dissertation work. Key approaches covered in the course include descriptive and analytical epidemiology, the use of population surveys, and economic evaluation. Students will be introduced to each of these approaches and will develop an understanding of their role within health and policy research, including the particular value and strengths of each approach as well as its limitations and critiques.

The course is designed to allow students to hone methods skills during class time. As such, the course will be structured in a blended learning model: you will engage with one or more short video lectures and other online materials before class, and each 2-hr workshop will focus on developing practical methodological skills. Students will engage in practical application of concepts covered in the online materials by interpreting and evaluating specific pieces of quantitative health research. Upon completion of the course, students will be able to critically evaluate evidence generated via these methods and interpret its relevance for health policy – an essential skill for most policy analyst/advisory roles.

This course will assist students to:
  • Demonstrate a critical understanding of the range of quantitative methods and data sources used in health research, including the strengths and limitations of such evidence from a health policy perspective.
  • Demonstrate a critical understanding of the principles of survey design and interpretation in health research and policy.
  • Have a critical understanding of the different types of epidemiological studies used to explore potentially causal relationships in population health, including the strengths and limitations of different study designs.
  • Demonstrate critical awareness of the strengths and limitations of a given quantitative study in terms of potential sources of error and the overall validity of the findings.
  • Demonstrate critical awareness of the role of economic evaluation in health research and policy.

Indicative reading
Bonita R, Beaglehole R, Kjellstrom T (2006). Basic Epidemiology (2nd ed). Geneva: WHO. Available at http://whqlibdoc.who.int/publications/2006/9241547073_eng.pdf

Gliner JA, Morgan GA, Leech NL (2011). Research methods in applied settings: An integrated approach to design and analysis (2nd ed). New York: Routledge.

Bailey L, Vardulaki K, Langham J, Chandramohan D (2005). Introduction to Epidemiology. Maidenhead: Open University Press.

Understanding Infectious Disease (PGSP11491)

Course organiser: Sudeepa Abeysinghe
Semester 1, block 2, 10 credits
Assessment: Essay

Aim: Emerging and re-emerging infectious diseases have been a matter of increased global public health focus. While biomedical explanations are important, the experience and management of infectious disease is fundamentally bound in social, political, cultural and economic structures. This course focuses upon the way in which social scientific approaches can be harnessed to understand and evaluate the context which surrounds infectious disease governance. The course introduces students to key social scientific concepts in understanding infectious disease, and (particularly in seminar sessions) encourages students to consider how these can be applied in the formulation of effective policy.

On completion of this course, the student will be able to:
- Demonstrate a critical awareness of current issues in infectious disease and global health
- Critically assess the relationship between infectious disease and socio-political structures at the local, national, and global levels
- Consider and critically analyse the role of key discourses, actors, structures and institutions that underpin the experience and management of infectious disease
- Understand and critically assess various social scientific conceptual and analytical tools in investigating infectious diseases
- Critically evaluate and synthesise academic and policy literatures around infectious disease governance

Indicative reading
Allen, T. and Parker, M. 2011. The Other Diseases of the Millennium Development Goals: Rhetoric and reality of free drug distribution to cure the poor's parasites, Third World Quarterly 32(1):91-117

Briggs, C.L. and Nichter, M. 2012. Biocommunicability and the biopolitics of pandemic threats, Medical Anthropology 28(3):189-98

Coker, R., Rushton, J., Mourier-Jack, S., Karimuribo, E., Lutumba, P, Kambarage, D., Pfeiffer, D., Stark, K., and Rweyemamu, M. 2011. Towards a conceptual framework to support one-health research for policy on emerging zoo noses, Lancet Infectious Diseases 11(4):326-331

Dingwall, R., Hoffman, L., and Staniland, K. 2013. Pandemics and Emerging Diseases: A Sociological Agenda, Chichester: Wiley Publications

Eichelburger, L. 2007. SARS and New York's Chinatown: The politics of risk and blame during an epidemic of fear, Social Science and Medicine 65(5):1284-95

Fidler, D.P. and Gostin, L.O. 2003. Biosecurity and Public Heath, in: Biosecurity in the Global Age, Stanford: Stanford University Press, pp 121-187

Health systems analysis (PGSP11363)

Course organiser: Mark Hellowell
Semester 1, 20 credits

Assessment: Portfolio of contributions to class discussion (30% of total mark)
                Essay (70% of total mark)

Aim: to provide students with the ability to evaluate health systems in any country or region. A core goal is to provide students with an understanding of core economic principles and how these can be applied: (a) by health sector decision-makers in policy design, and (b) by analysts of health system performance.

The intended learning outcomes are:

- A critical understanding of the role played by economic analysis in health policy.
- A critical understanding of how different models of *revenue collection and pooling* can lead to different outcomes in terms of equity and efficiency.
- An ability to evaluate the various models of health system *governance*, with a particular focus on the evaluation of market vs. planned approaches.
- An ability to evaluate the *organisation and delivery* of health systems, with a focus on human/ pharmaceutical resources and use of information.
- An ability to identify and evaluate methods by which *resources are allocated* or channelled to individual and institutional providers of health services.
- An ability to use economic principles to look critically at factors – including micro- and macro-economic factors – that have an influence on policy.
- An ability to analyse the concepts of *economic and fiscal sustainability*, in contexts of socio-economic/ demographic change and resource constraint.
- Demonstrating the analytical skills required to present, communicate and debate issues in health systems policy from an economist's point of view.

Indicative reading
Kutzin, J (2013), Health financing for universal coverage and health system performance: concepts and implications for policy, Bull World Health Organ. 2013 Aug 1; 91(8): 602–611.

Global politics of public health (IPHP11003) (*IPHP10002*)

Course organiser: Alex Wright
Semester 2, 20 credits
Assessment: Essay, Commentary

***Aim*:** **To examine how health policy is increasingly being shaped beyond the level of the nation state, focusing on the changing roles of international organizations, the commercial sector and civil society.**

This course examines how the process and content of health policy are being transformed by the powers and policy instruments of international and supranational institutions and new global actors. The course examines contemporary challenges confronting the World Health Organization, discussing the extent to which recent innovations like the Framework Convention on Tobacco Control and the revised International Health Regulations embody a new mode of global health governance.

Health policy is increasingly influenced by organisations that have been created to promote trade, and the significance of the European Union is considered alongside detailed assessments of the involvement of the World Bank and the World Trade Organization. There has been increased involvement of non-state actors in health policy, and the module addresses the expanded roles of the commercial sector and civil society and the implications of the recent profusion of global health partnerships such as the Global Fund against AIDS, Tuberculosis and Malaria and the Global Alliance for Vaccines and Immunization.

This course will enable students to:
- Examine challenges confronting the World Health Organization and assess recent attempts at institutional and policy reform
- Assess the increasing significance for public health of regional institutions such as the European Union
- Understand the significance of the World Bank's emergence as the leading agency in international health
- Consider the implications of the World Trade Organization for health policy
- Review global partnerships between public and private sectors in the context of new initiatives to combat infectious disease
- Consider the expanded role of commercial actors in health
- Examine the role of civil society organisations in health policy.

Indicative reading
Kawachi I & Wamala S eds (2006) *Globalization and Health* Oxford: OUP
Lee K, Collin J. eds (2005) *Global Change and Health* Milton Keynes: Open UP.
Lee K (2003) *Globalization and Health: An Introduction* London: Palgrave
Lee K ed (2003) *Health Impacts of Globalization: Towards Global Governance*
        London: Palgrave.
McKee M, Garner P and Stott R eds (2001) *International co-operation in health*
        Oxford: Oxford University Press.

Health Systems: Strengthening and Reform (PGSP11364) (*SCPL10030*)

Course organiser: Emily Adrion
Semester 2, 20 credits
Assessment: Portfolio of Blog Contributions (30% of total mark), Essay (70% of total mark)

Aim: **To examine the mechanisms and processes of health care reform and evaluate the consequences with respect to equity, efficiency and quality.**

In many developed and developing countries, there is a move away from unified public financing and delivery of health care towards governance through markets in insurance and/or provision. Processes of privatisation and marketisation involve the private sector more directly in decision-making within health systems. Such reform measures can have a material impact on the efficiency and quality of health care services. A broader range of reform programmes are taking place around the world, many of which do not involve an explicit attempt to increase private sector involvement, and are more directly focused on improving equity and access. This course aims to provide students with the knowledge and skills required to evaluate critically health system strengthening and reform efforts in any region of the world – across developed and developing countries – with respect to the consequences for social objectives.

By the end of the course, each student is expected to have:
- a critical understanding of recent health system strengthening and reform efforts, including key drivers of reform and the mechanisms by which reform can be achieved;
- an ability to evaluate critically the extent to which health systems can achieve universal health coverage – including financial protection and equitable access to health care; and
- an ability to evaluate critically the impact of various health actors on the capacity of health systems to address public health need and health inequalities.

Indicative reading

Kutzin J, Yip W, Cashin C (2016). Alternative Financing Strategies for Universal Health Coverage. In: Scheffler, R. (ed). In World Scientific Handbook of Global Health Economics and Public Policy. Volume 1 – Economics of Health and Health Systems. Available at: http://www.who.int/health_financing/documents/alternative-strategies-for-uhc/en/

Musgrove P (1999). Public Spending on Health Care: How are different criteria related? *Health Policy*. 47:207-223.

World Health Organisation (2010), *The world health report 2010 - Health systems financing: the path to universal coverage.* To be available (from November 2010) at: http://www.who.int/whr/2010/en/index.html

Social determinants of health & public policy (IPHP11002) *(IPHP10001)*

Course organisers: Sarah Hill
Semester 2, 20 credits
Assessment: Essay, Policy Brief

Aim: **to examine the social determinants of health inequalities and to evaluate the public policy response.**

Inequalities in health persist both within and between countries. These inequalities can be seen across various axes including gender, ethnicity/race, area and socioeconomic position. This course aims to demonstrate the extent of inequalities in health and to explore the underlying determinants of health and health inequalities. It expands on theories explaining how inequalities arise, including behavioural/cultural, psychosocial, material and lifecourse approaches. The course also investigates the role of government and the impact of economic, social and health policy in creating or reducing inequalities. Different explanatory paradigms and their implications for policy intervention will be discussed in relation to the health status of various population subgroups.

This course will assist students to:
- Understand the range of factors that influence health
- Interpret information on inequalities in health
- Understand the extent of inequalities in health within and between countries
- Critically examine contemporary debates regarding the causes of inequalities in health
- Understand that inequalities in health reflect broader inequalities in society
- Understand that the overall philosophy a government adheres to drives its approach to economic and social policy and the distribution/redistribution of resources within society
- Critically examine the impact that aspects of public policy (specifically approaches to taxation, provision of the welfare state, and the funding and delivery of health services) have on the extent of inequalities in society

Indicative reading
Graham H (2007). *Unequal Lives: Health and socioeconomic inequalities*. Maidenhead; OUP
Graham H ed. (2009). *Understanding Health Inequalities* (2nd ed). Maidenhead: OUP
Bartley M (2003). *Health inequality: an introduction to theory, concepts, and methods*. London: Policy Press.
Marmot M & Wilkinson R (eds) (2005). *Social Determinants of Health* (2nd ed). Oxford: OUP
WHO Commission on the Social Determinants of Health (2008). *Closing the gap in a generation: Health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health*. Geneva, World Health Organization.
http://www.who.int/social_determinants/final_report/en/index.html

Health and Human Rights: Principles, Practice and Dilemmas (SCPL11015)

Course organiser: Kaveri Qureshi
Semester 2, 20 credits
Assessment: Blog, 750-1000 words & Essay, 3000 words

Pre-requisites: Population Health and Health Policy

Aim: **To provide students with an understanding of human rights and rights-based approaches and to enable them to apply these to contemporary challenges in global public health policy and practice.**

Human rights and rights-based approaches have found a new resonance in contemporary global health and sustainable development debates. Yet there continues to be a disconnect between policy commitments, policies and practice of rights in health. Furthermore, despite growing acknowledgement and references to human rights among non-governmental organisations, advocacy groups, political parties, governments and individuals, questions remain in relation to its theory and practice. For example, how are abstract yet universal human rights principles understood and put into practice in diverse contexts? How can we understand rights as historically and socially-situated, but not static or secured? What happens when different sets of rights are presented as being in conflict? What does claiming a human right entail? What are the barriers to claim-making? These questions are pertinent especially in view of the criticism that 'rights have arrived but justice has not followed' (Unnithan and Pigg 2014).

This course will examine key concepts, principles and instruments from human rights-based approaches, discuss their application to the right to health and contemporary challenges in global public health policy and practice. These challenges will be explored through specific case studies which address different 'registers' (Goodale 2006) of discourse surrounding the right to health – from health systems approaches, to the empowering of communities to seek entitlements, to legal instruments, to moral imperative demanding a lifetime of committed action. Human rights will be the foundational tools for critically evaluating global health policies and their impact.
This course will enable students to:

•   Explain in depth the theory of human rights, as they have been applied to 'second generation' social, economic and cultural rights such as health, and relate this theory to key international legal instruments and covenants.
•   Critically assess ways in which the right to health and rights-based approaches have been used to reform policy at national and international levels, and to empower communities and individuals, to vindicate legal entitlements through judicial enforcement.
•   Apply human rights principles to contemporary global health problems, via case studies.
•   Critically analyse the challenges involved in operationalising a rights based approach to health.

Indicative reading
Chapman, A. (2016) Global Health, Human Rights and the Challenge of Neoliberal Policies, Cambridge University Press
Farmer, P. (2004). Pathologies of power: Health, human rights, and the new war on the poor. University of California Press.

Petchesky, R. P. (2003). Global prescriptions: gendering health and human rights. Zed Books.
Venkatapuram, S. (2013). Health justice: An argument from the capabilities approach. Wiley
Yamin, A.E. (2015). Power, suffering, and the struggle for dignity: Human rights frameworks
for health and why they matter. University of Pennsylvania Press.

7. Other courses

In addition to the above courses, students also have the opportunity to select up to 20 credits' worth of Level 11 course(s) from other subject areas within the School of Social & Political Science, Centre for Population Health Sciences and from a variety of other schools across the University of Edinburgh. Such study is subject to the approval of the programme director.

The following is a selection of courses that may be of interest to students. Space precludes the inclusion of either a comprehensive list of all possible options or full details of those courses listed below; you are therefore strongly encouraged to consult the University's Degree Regulations and Programmes of Study 2018-19 (http://www.drps.ed.ac.uk/19-20/dpt/drps_sps.htm), particularly for courses offered by the Postgraduate School of Social & Political Science. In considering potential elective courses, you should make sure that **the course is offered at SCQF Level 11**.

Prerequisites apply to some of the optional courses below. Optional courses may not be available every year and may be subject to negotiated limits regarding numbers of students.

School of Social & Political Science

The following is a small selection of the many courses delivered through the Graduate School of SSPS (except those associated with specific subject areas). A full list of Level 11 courses provided by the Graduate School is available at http://www.drps.ed.ac.uk/19-20/dpt/cx_s_su809.htm. Further details of timetable and rooms for these courses can be found at https://browser.ted.is.ed.ac.uk

Semester 1

Introduction to Risk, Regulation and Governance (PGSP11336)
Semester 1
10 credits
Course organiser: Geoffrey Banda

Risk governance and regulation is a fundamental component of virtually all scientific and technological fields, whilst also being intrinsic to a variety of social and economic processes. The International Risk Governance Council (IRGC) defines risk governance as "the identification, assessment, management, and communication of risks in a broad context. It includes the totality of actors, rules, conventions, processes, and mechanisms concerned with how relevant risk information is collected, analysed, and communicated; and how and by whom management decisions are taken and implemented." There are many approaches to risk governance and regulation, which largely reflects the different levels of risk, uncertainty and potential benefits of specific types of science, technology or socio-economic activity within or across a diverse range of sectors or 'risk fields'.

The application of any new technology, process or industry must have a carefully considered process of risk governance to mitigate risk of harm, and ideally in a way that does not hinder innovation. This introductory course on key concepts of risk governance and regulation is both a key component of the MSc BIG Programme, but will also appeal to students with more general interests in science, technology, management, policymaking and governance seeking a general introduction to the basic concepts, theory and practice of risk, governance and regulation.

Culture and Mental Health in a Global Perspective (SCWR11042)
20 Credits
Semester 2
Course Organiser: Sumeet Jain

This course has two aims: to provide students with an understanding of key theoretical, conceptual, and policy debates on the interface between culture, identity, race, ethnicity and mental health, and to examine how these debates shape mental health practice and interventions in fields such as social work, psychology, psychiatry and clinical anthropology. The course draws on inter-disciplinary perspectives integrating relevant knowledge from cultural psychiatry, cultural psychology, medical anthropology, public health, and social work. Teaching will make use of case studies of innovative programmes, national and international policy reports, and ethnographic data from diverse contexts.

Economic Issues in Public Policy (PGSP11246)
Semester 1
20 credits
Course organiser: Jan Eichhorn

The course is relevant for all students interested in public policy and a critical understanding of what it means to engage with economic questions in this context. The course is accessible for students with no prior training in economics, as any concepts used will be introduced to the students. However, the course is also highly relevant for students who have had training in economics before, as the core is not about the training in classic economic principles but a critical engagement with the underlying assumptions. Crucially the course will help students appreciate how using economic principles can be useful for certain types of policy analyses, but will also enable students to assess the limits of economic approaches to understanding the behaviour of actors in policy contexts. At the end of the course students will be able to i) understand fundamental economic concepts useful for policy analyses, ii) be able to critically appraise the assumptions made using orthodox approaches, iii) apply discussions about economic issues to specific areas of policy making and iv) situate specific policy debates in larger contemporary debates about the economy from multiple perspectives. The final assignment will allow students to formulate a research question on a particular topic of their own choice to apply the knowledge gained in the course to a concrete interest of theirs.

Semester 2

Gender and Development (PGSP11225)
Semester 2
20 credits
Course organiser: Radhika Govinda

Gender studies and development studies are both interdisciplinary in orientation, and touch on issues as diverse as work and family life, health and population, labour and international economic change. It is now widely recognised that pervasive pre-existing gender inequalities mean that development processes have differential effects on women and men. Early feminist critiques emphasised the 'marginal' position of women in development and advocated their 'integration'. More recently, critiques have argued that women's 'marginality' reflects the systematic gender bias in official statistics and development planning in general, and that women are already affected by and involved in development, although in locally variable and class specific ways.

Global and International Social Policy (SCPL 11021)
Semester 2
20 credits
Course Organiser: Jay Wiggan

Traditionally nation states were perceived to be the pre-eminent actors shaping social policy and the distribution of resources and life-chances. Increasingly however international organisations have become important actors in the generation, championing and dissemination of policy ¿best practice¿ and the prescribing of social policy reforms for high and middle income countries. In the former many mature welfare states are under pressure to reform services to fit with more austere socio-economic times. In the latter the rapid economic growth experienced by countries such as India, China and Brazil has created new demands and opportunities to create innovative social protection and welfare services.

The course provides an introduction to the roles of international governmental organisations, national governments and non-state actors in social policymaking and the common and distinct socio-economic and political pressures driving and constraining reform in high and middle income countries.

The first four weeks of the course outline the context, institutions and actors shaping the politics of global social policy and the variation between countries in how they approach social policy. Weeks 5-8 begin the focus on the substantive policy areas covering social assistance and labour policy. These sessions draw out how variations in formal and informal employment affects policy preferences and explore the role of the ILO and World Bank in debates about decent work and a social protection floor. Weeks 9-11 each explore the specific policy sub-sectors of health, education and care policy. The six weeks spent examining discrete policy areas will examine the common and divergent pressure for reforms, the variation in policy practices and goals and critically reflect on the relative influence of international organisations and other non-state actors in each policy sub-sector.

Regulation and Governance of the Life Sciences (PGSP11337)
10 credits
Semester 2
Course organiser: Farah Huzair

Issues of risk, governance and regulation have had a particular resonance in a range of life science sectors. Indeed, processes of regulation and risk management are a core component of most life science industries and shape the very nature of innovation. It is essential for students wanting training in core competencies and broader knowledge and understanding of the bioeconomy to be acquainted with systemic issues around risk governance and regulation as they apply to different sectors within the life sciences. This course, which is a continuation from RGR-I, is an essential component of the BIG Programme and provides in-depth knowledge and understanding, through rich case studies from the contributors' long-standing expertise and research findings in the field, of how regulation and risk-governance processes have impacted on life science-based innovations in the health, agriculture and environmental sectors.

Political Issues in Public Policy (PGSP11247)
20 credits
Semester 2
Course organiser: Jay Wiggan

The course provides an introduction to theories of how government seeks to address public policy issues. The intention is to equip students with the ability to use a variety of distinct theories and concepts about the policy process to understand how policy is formulated, developed, influenced, refined, implemented and revised.
We explore debates about policymaking as an exercise in comprehensive rationality and dispassionate assessment of evidence or whether it is marked by bounded rationality, incrementalism and more infrequently by radical policy divergence. To this end we consider the relative importance of ideas, interests and institutions along with how these connect to the actions of political parties, organised groups and coalitions advocating for particular policy reforms. Can partisan politics and ideational orientation explain policy developments? Are these temporally and spatially contingent? We also explore whether the state is losing its ability to affect change given the emergence of wicked problems that traverse multiple levels of government and nation state borders. Does growing complexity require national government to forge partnerships with, and/or cede power to, business and civil society actors and International Governmental Organisations?

Equality and Its Critics (PGSP11523)
20 credits

Semester 2
Course Organiser: Philip Cook

Equality is a compelling and controversial political ideal. In recent decades debates about the nature and value of equality in society have flourished. This course focuses on the moral status of equality. It examines important arguments in defence of different conceptions of equality, evaluates critical objections to egalitarianism, and considers how different philosophical arguments around equality relate to practical social problems. This course is focused primarily on the debates in moral and political philosophy around egalitarianism but seeks to make clear the important implications of these arguments for real-world problems in social and political life. We will consider case-studies of different policy areas to exemplify particular arguments examined, and in order to evaluate how different theories help or hinder our ability to understand what equality or its alternatives demands in social and political life.

Centre for Population Health Sciences

Further details of these and other courses offered in the Centre for Population Health Sciences are available from http://www.drps.ed.ac.uk/19-20/dpt/cx_sb_puhr.htm. *Please note that several of these courses have pre-requisites, and that the availability of places on some courses may be limited.* Courses with an asterisk (*) may be particularly relevant for students planning to undertake work-based placements for the dissertation component of their programme.

Semester 1

Semester 2

Communicable Disease Control and Environmental Health (PUHR11008)
10 credits
Semester 2
Course organiser: Niall Anderson

This course aims to provide an introduction to communicable diseases and non infectious environmental hazards to health and an appreciation of the theory and practice of their control and prevention in the UK.

By the end of this course students will be able to:
- understand the significance of communicable diseases as a public health issue in the UK and globally
- describe the epidemiology of important communicable diseases in the UK
- describe the principles of surveillance, investigation, control and prevention of communicable diseases
- outline the different methods available for the control of communicable diseases
- apply the principles of investigating an outbreak of communicable disease
- outline the principles of investigation, control and prevention of environmental health hazards

Global Health Epidemiology (PUHR11056)
10 credits
Semester 2
Course organiser: Harry Campbell

Course description: This course will consider some research aspects of important topics in International Health. By the end of the course the student will understand:

- The methods employed in estimating Global Burden of Disease
- How global health research spending relates to the global burden of disease
- Gender issues in international health research
- Ethical considerations to conducting health research in developing countries
- Some issues related to the impact of child infections, HIV and war/ conflict on international health (through case studies)

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*Developing and Evaluating Complex Public Health Interventions (PUHR11057)
10 Credits
Semester 2
Course Organiser: John McAteer

Public health interventions require robust and relevant development and evaluation methods. This module will be relevant to Master students who are involved in, or who would like to learn about the development or evaluation of public health interventions, and a range of methods for evaluating these, both experimental and non-experimental.

8. Dissertation

<u>More detailed guidance regarding the dissertation will be issued at the beginning of semester 2.</u> The following broad information is included to indicate the type of projects that will be available to you, the nature of the relationship with the dissertation supervisor, and the timeline for submission.

What is a dissertation?

A dissertation is an extended piece of scholarship, based on study that you structure yourself. It gives you the chance to pursue a topic in depth and to develop research and independent study skills. It comprises one third of the credits on the MSc. The dissertation gives you an opportunity to carry out a library-based or empirical research project. You are not required to conduct primary empirical research.

The subject of the dissertation is chosen by the student, in conjunction with GHPU staff. All dissertation topics must be approved by the programme director and may be subject to the availability of appropriate supervision within GHPU. An indicative list of content areas within which GHPU staff have expertise will be made available early in semester 2.

There are two types of dissertation available within the programme:

1. A standard (usually, but not always desk-based) dissertation.
2. A work-based dissertation

The **standard dissertation** is an extended piece of writing of up to 15,000 words, based on independent and self-directed study. You are expected to demonstrate your ability to engage critically and analytically with literature in the field, building upon relevant concepts and theory covered in the taught element of the degree. Students usually undertake a balance of empirical and theoretical work, but are not specifically required to conduct primary empirical research. The subject will be determined on the basis of your own interests, the expertise of staff, and what is feasible in terms of the literature and time available. Therefore, choose a topic that interests you, and which has a clear focus and defined boundaries. Typically, a standard MSc dissertation can take one of the following three forms:

1) **Health policy report** – a review of a policy issue using information from published or unpublished documentation and data from original sources to draw conclusions and make recommendations for policy.
2) **Literature review** – a comprehensive and original review of the literature to address a relevant research question. In a literature review you should identify, appraise and synthesise research evidence from individual studies. Reviews require a rationale, conceptual framework and a protocol.
3) **Research project** – collection and analysis of original data for a small-scale empirical project. The data can be collected before or during the MSc. Opportunities for descriptive/participant observation studies or small action research projects could be considered in certain circumstances.

Work-Based Placements (WBPs) – WPBs are run by the School of Social and Political Sciences. WBPs will be advertised in Dec-Jan each year and students can apply for these on a competitive

basis. Places will be allocated by mid-February. During the placement, you will collect and analyse original data for a small-scale empirical project outlined by your host organization. Placements are usually two months long and organizations are based both within the UK and internationally.

Work-based projects will be allocated on the basis of academic performance in Semester 1 and evidence of relevant skills and interests. It is expected that WBP students have undergone methods training (i.e. completed courses in research methods) in order to be able to meet the demands of a placement. Unless you have received methods training in your prior degree/s it is therefore expected that you enrol in at least one of the GHPU methods course over the completion of your MSc.

Some projects will require an interview prior to confirmation of the successful candidate. It is assumed that students taking up work-based projects will have at least an average mark in semester one of 60% or higher, and no mark less than 60%. This higher entry mark is not an indication that work-based dissertations are a higher-quality 'premium' version of a standard dissertation. However, since such dissertations involve the support of and close collaboration with external partners, it reassures our external partners that they are working with students who are capable of meeting their demands. Students will also be able to set up their own projects, but will need the approval of the Course Organiser, the first point of contact if you have any issues or questions regarding your placement.

All placements will involve an identified programme of work which the student will be undertaking and that will form the basis of the dissertation. This must be formally agreed between the School of Social and Political Science and the host organisation. The agreed programme of work will usually be a piece of research requested by the host organisation, but can be a specific contribution to an identified project. Students will not expect to be paid during their work-based dissertations and should be prepared to cover their own costs and manage their time and topic very carefully. Ensure from the outset that: a) you and the organisation are clear about your responsibilities to the organisation and to the university; and b) that the organisation understands the deadlines and provides you with ample time in the final stages to complete your work.

Students will be supervised throughout the placement by an academic supervisor. You will also have a supervisor based in your host organisation. The normal expectation is that host organisations will request a specific topic/question on which they would like to commission a substantive piece of research (12000 words). The 12000-word analytical section (plus the 3000-word diary) comprise the dissertation submitted to the University of Edinburgh. Students will also submit to their host a 2-page executive summary of actionable points. The 2-page summary is non-assessed and not formally part of the dissertation. It is for the host organisation not the University, so there is no requirement for the student to submit it with the dissertation (for further details see below).

Whatever type of dissertation you decide to prepare, you will have to demonstrate your ability to apply the concepts and theories covered in the taught part of the course and to be critical and analytical. The marking scheme for the dissertation is laid down by the Postgraduate common marking scheme.

Full details, including the application process and the format of the work-based dissertation, will be available in the 2019-20 work-based dissertation project booklet, which will be sent out to all MSc students on eligible Programmes.

http://www.sps.ed.ac.uk/gradschool/student_development/placement-based_learning/msc_placement-based_dissertations

Students are free to get in touch with the WBP office via email with any questions: ssps.practice@ed.ac.uk

9. Global Health Policy Unit Staff

Mark Hellowell, Director

Mark is a senior lecturer and Director of the Global Health Policy Unit. His research focuses on business-government relations in health. He is special adviser to the House of Commons Treasury Committee, an adviser to the World Bank on market systems in health, and an adviser to the WHO and the African Development Bank on health financing in low and middle income countries.

Sudeepa Abeysinghe, Senior Lecturer

Sudeepa is a senior lecturer in Global Health Policy, Programme Director of MSc Health Policy and MSc Global Health Policy, and convenor of the Semester 1 courses *Researching Health & Policy: Qualitative Approaches* and *Understanding Infectious Disease*. Sudeepa's research focuses upon the relationship between knowledge and policy, particularly in terms of the institutional management of infectious diseases and disasters. She is especially interested in the social construction of risk, the political sociology of institutions, and the social classification of disease. Her work examines the way in which institutions, professionals and publics categorise, represent and manage disease or crisis events, in particular where diseases are 'new' or decisions underpinned by conditions of high risk or uncertainty. Sudeepa has previously worked at the London School of Hygiene and Tropical Medicine and the Australian National University, before joining GPHU in 2014.

Emily Adrion, Lecturer

Emily is a lecturer in Global Health Policy, and Programme Director for the MSc in Global Health Policy and the MSc in Health Policy. She is convenor of the Semester 2 course *Health Systems: Strengthening and Reform*, and contributes to the Semester 1 course *Health Systems Analysis*.

Emily's background is in economics and social policy, and her broad research interests include health care costs and utilisation, public and private health insurance markets, and health care financing. She is particularly interested in patient out-of-pocket spending on medical care, and has expertise in quantitative methods and large database analysis. Emily's current work centers on the intersection between out-of-pocket spending, health insurance market structure, and treatment decisions. Emily joined the University of Edinburgh in 2016, having previously worked in the USA.

Eleanor Brooks, Career Development Fellow

Eleanor graduated from Lancaster University with a PhD in EU health policy and governance, but has a broader background in politics, international relations and international law. She spent two years of her PhD living in Brussels and working with the European Public Health Alliance, a non-governmental organisation advocating for better health across Europe, for which she now acts as a Scientific Adviser. Eleanor has been part of projects with Eurofound, the Wemos Foundation and various other European organisations. She is a member of the University Association for

Contemporary European Studies and an alumni of the Young Gastein Forum. Eleanor comes to GHPU from Queen Mary, University of London, where she was a lecturer in International Public Policy.

Jeff Collin, Professor

Jeff Collin PhD is a professor of global health policy in the GHPU. A political scientist, his research focuses on global health governance and the commercial sector, with a focus on conflict of interest and on strategies used by unhealthy commodity industries to influence public policy. He is a co-investigator in the UK Centre on Tobacco and Alcohol Studies, leading its work on the alcohol and tobacco industries, and recent research roles include work for WHO in conflict of interest in nutrition policy and for UNDP on policy coherence in tobacco control. Recent research includes analysis of conflict of interest in health governance, understandings of the roles of the commercial sector in NCD policy and research contexts, policy coherence in global health, and UK government support for the global expansion of the alcohol industry.

Sarah Hill, Senior Lecturer

Sarah is a senior lecturer in the Global Public Health Unit, where she is organiser for the intercalated BMedSci programme (for medical students) in Global Health Policy. She is convenor for the specialist semester 2 course *Social Determinants of Health and Public Policy*.

Sarah's research interests include health inequalities and the social determinants of health; tobacco and health; and global health. She is particularly interested in the structural drivers of health inequities including historical and institutional discrimination and the role of commercial actors in non-communicable disease epidemics. Sarah joined the University of Edinburgh in 2009 having previously worked in public health, medicine and research in New Zealand, the USA, New Zealand, West Africa and Glasgow.

Kaveri Qureshi, Lecturer

Kaveri is a lecturer in Global Health Equity and convenor for the semester 2 course *Health and Human Rights*. She has a multidisciplinary background in public health, sociology and anthropology. Her research interests are in intersectional inequalities in health and gender violence, specifically the interlocking of structures of gender, class, race/ethnicity and migration. She is particularly interested in chronic disease and debility, mental health and domestic violence, and reproductive, maternal and child health. Her research has been in Pakistan, India and the UK, with South Asian migrants and minorities. She joined the University of Edinburgh in 2019 having previously taught at the University of St Andrews, the Lahore University of Management Sciences, Oxford and Sussex, and the LSHTM, where she completed her PhD.

Rob Ralston, Career Development Fellow

Rob Ralston is a Career Development Fellow in the Global Health Policy Unit and UK Research Fellow in the GCRF Tobacco Control Capacity Programme. He is convenor of Public Health and Health Policy and Health Inequities and Social Determinants of Health, as part of the online MSc in Global Health policy. His research interests include commercial sector interaction in NCD policy, with a focus on the role of unhealthy commodity industries in health governance. Recent research includes analysis of conflict of interest with colleagues in GHPU.

Alex Wright, Career Development Fellow

Alex is a Career Development Fellow in Global Health Policy, and is convenor of the Semester 2 course Global Politics of Public Health. She is also a UK Research Fellow for the GCRF Tobacco Control Capacity Programme. Alex's research focuses on alcohol policy implementation, accountability, and evidence use. Alex's background is in public health and social policy. Prior to joining GHPU, Alex worked at the World Health Organization, the University of Melbourne (Australia), and Simon Fraser University (Canada).

10. GHPU timetable for Academic Year 2018-2019:

To browse timetables for various courses, please see https://browser.ted.is.ed.ac.uk.

Official semester dates can be found at: http://www.ed.ac.uk/semester-dates/201920

Please note that, for courses run by GHPU, students will normally attend the lecture and ONE seminar group per week (the same seminar is delivered several times for larger courses). Students will be assigned to a seminar group at the beginning of the course and will attend the same group throughout the course.

Map of the University Central Campus Area

1 New College: School of Divinity
2 Minto House
3 Charles Stewart House
4 Adam House
5 St Cecilia's Hall
6 High School Yards
7 The Moray House School of Education
8 St Leonard's Land
9 Centre for Sport and Exercise
10 The Pleasance
11 Old College
12 Disability Office
13 Alison House
14 The Potterrow Student Centre: Students' Association (EUSA), Chaplaincy Centre, Health Centre

15 The University of Edinburgh Business School
16 Bedlam Theatre
17 McEwan Hall
18 Medical School
19 Chrystal Macmillan Building
20 Hugh Robson Building
21 Reid Concert Hall
22 7 George Square
23 Teviot Row House: Student Union
24 1 George Square
25 Dugald Stewart Building
26 Visitor Centre: Information, Exhibition and Shop
27 Informatics Forum

28 Appleton Tower
29 International Office and Student Recruitment and Admissions
30 College of Humanities & Social Science Office
31 William Robertson Building
32 David Hume Tower Lecture Theatres
33 Careers Service
34 Student Counselling Service
35 David Hume Tower
36 Adam Ferguson Building
37 George Square Lecture Theatre
38 Main Library
39 International Student Centre
40 Office of Lifelong Learning

41 Edinburgh Central Mosque
42 Surgeon's Hall
43 Royal Scottish Museum
44 Greyfriars Kirk
45 The National Library of Scotland
46 St Giles' Cathedral
47 City Chambers
48 Edinburgh Castle
49 Royal Scottish Academy
50 National Gallery of Scotland
51 Edinburgh Waverley train station
52 St Andrew's bus station

🚌 Bus stop

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Address

**Graduate School of Social
and Political Science
Chrystal Macmillan Building
15a George Square,
Edinburgh**

Tel

**Graduate School:
+44(0)131 651 3244**

Email

gradschool.sps@ed.ac.uk