

ASSESSMENT GUIDELINE

Module Title	Health Policy: Systems & Society		
Module Code	HEA00149M	Module Level*	7
Word Limit /Exam Duration	[1] n/a [2] 2,000 words	Assessment Type(s)	[1] Group poster [2] Essay

Marking Criteria

Guidelines should be read in conjunction with the marking criteria guidance for the module level* noted above:

<http://www.york.ac.uk/healthsciences/student-intranet/exam-assess/markgrid/>

Confidentiality

It is a breach of confidentiality to disclose any personal information about a patient, service user, colleague, staff or any other person or place that could in principle enable them to be identified. For further guidance please refer to the departmental policy on Confidentiality at the following link: www.york.ac.uk/healthsciences/student-intranet/exam-assess/conduct/confidentiality/

Assessment Timing

The deadline for correctly presenting a submission is 4.30pm on the published submission date.

The submission deadline is published on the Programme Assessment Schedule available on the following link:

<http://www.york.ac.uk/healthsciences/student-intranet/timetables/assessment-schedules/>

Referencing

You **must** reference your work in accordance with departmental referencing guidelines which you can access via the following link:

<http://www.york.ac.uk/integrity/harvard.html>

Assessment Guidance

The assessment will be in two parts: a group-produced poster on policy related to a specific health-related problem, and an individual written detailed examination of a specific policy area.

1. Group Project (20% of final mark; non-reassessable)

The group project provides an opportunity for students to collaborate in researching a health-related problem and to apply the principles from the course in identifying the underlying causes and potential solutions. Students will also be able to feed-back to colleagues in a supportive setting. The project will have two outputs: a presentation (used in a formative assessment) and a poster (used for the summative assessment). These will cover the same areas:

1. Background to the issue.
2. Current policy and/or service provision.
3. Potential policy reforms and/or service changes.
4. Consideration of how to evaluate the success or failure of the change.

A list of topics will be provided in Week 1. From this list, individual students will select their first, second and third preferences. Students will be assigned to teams of 5-10 based in part on their expressed preferences and the overall size of the class.

Formative assessment: Group Presentations

Presentations will occur in week 5, and will be timed to 15 minutes per group, with 15 minutes for discussion. Each student is expected to contribute to researching and creating the presentation and should be prepared to answer questions in the discussion, but not every student is required to deliver the presentation. Groups should decide collectively on each member's individual contribution. Detailed constructive feedback is expected from other groups for every presentation. The presentation will not be formally assessed – it is intended to inform the creation of the poster.

Summative assessment: Group Posters

Posters will be submitted on-line in Week 6 in a standard format (PowerPoint or PDF: templates will be provided). Students are expected to incorporate questions and comments from the presentations in Week 5 into the design of their posters, and should address the key issues of the health problem and suggest potential solutions. Groups share collective responsibility for organising the contributions of individual students and for completing the poster.

All students contributing to the poster presentation will receive the same mark. Marks will be allocated in the following areas:

1. Visual presentation (20% of marks): effective and appropriate use of different elements (background, text, illustrations, charts).
2. General presentation (20% of marks): clarity, layout, and ease of navigation.
3. Background (20% of marks): the epidemiological and policy background to the health issue.
4. Existing evidence (20% of marks): a critical evaluation of the empirical evidence relevant to the health issue.
5. Solutions (20% of marks): a concise explanation of potential solutions, including expected benefits and potential obstacles.
6. References (required): cite all sources.

2. Summative assessment: Individual Essay (80% of final mark)

The individual assessment will take the form of a structured essay, based on a critical and reflexive engagement with one topic. The essay should demonstrate the student's ability to relate psychological and sociological perspectives to a specific policy issue.

Purpose of the assignment:

To assess students' ability to critically apply: i) theoretical understanding; ii) existing research evidence in the implementation of policy and practice and iii) principles of policy evaluation.

Assignment task:

The student is asked to write a summary of a policy area for an academic journal or similar publication. A variety of topics, reflecting the content of the module, will be provided during the module and students will be asked to choose one to explore. Students cannot choose the same topic as they selected for the group project.

The student is expected to draw on the research evidence and applications of relevant theory to explain the background to the public health issue, including the drivers of the actions and behaviours of patients, providers and/or policy makers. The essay must not simply offer a descriptive account but demonstrate a thorough understanding of the theoretical and empirical issues informing the chosen topic and how this understanding can then be related to policy and practice.

Use the following headings to guide your brief:

1. Background (20% of marks): the epidemiological and policy background to the health issue.
2. Existing evidence (20% of marks): a critical evaluation of i) theoretical frameworks; and ii) empirical evidence relevant to the policy.
3. Interventions and policies (20% of marks): a critical evaluation of provider and policy responses to the issue, with reference to the existing evidence.
4. Future options (20% of marks): a discussion of future responses to the issue, including expected benefits and consequences, and how these could be evaluated.
5. Future evaluation: Consideration of how future policies should be evaluated (20% of marks).
6. References (required): cite all sources.

We are looking for evidence that students have identified the appropriate literature, interpreted it, and presented arguments based on the best evidence. More generally, students will be expected to demonstrate an awareness of how knowledge about the context of policy making and how theory can help understand policy related problems. Responses which provide a nuanced approach, which fully integrates empirical research with policy guidance and principles of policy evaluation, are likely to receive a high mark.

Date last reviewed: 26/09/23
Reviewers: Tim Doran and Karen Bloor

Date last updated: 26/09/23

Date last reviewed by External Examiner: