



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2021-22
Module Code	PHM207
Module Title	Health Care Evaluation
Module Organiser(s)	Richard Little
Contact email	<p>The LSHTM distance learning programmes and modules are run in collaboration with the University of London. Enquiries may be made via their Student Advice Centre.</p> <p>(Enquiries from face-to-face i.e. London-based the LSHTM MSc or research students regarding study of DL modules should be emailed to: distance@lshtm.ac.uk).</p>
Faculty	Public Health & Policy: The London School of Hygiene & Tropical Medicine https://www.lshtm.ac.uk/research/faculties/php
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	101317 : 100476 : 100473
Mode of Delivery	Distance Learning
Mode of Study	Directed self-study, through online materials (Virtual Learning Environment)
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	None
Target Audience	This module is available to students registered for the DL MSc and PGDip in Public Health. It is recommended for students studying the MSc Public Health: Health Promotion, Health Services Management and General streams. The module is also open to students on the DL PGDip/MSc Clinical Trials, Epidemiology, Global Health Policy and Infectious Diseases programmes. Alternatively, it can also be taken as an individual module.

Module Description	Methods for the Evaluation of Health Care.
Duration	Studies for distance learning modules begin in early October. At this time, module materials will be made available on Moodle and the module textbook will be made available in hard copy or e-format, once fees have been paid. Students may start their studies at any time from the beginning of October and work through the material until the start of the June examinations. However, students are encouraged to commence their studies in October and work steadily through the materials over the course of the academic year and must adhere to other assessment submission deadlines.
Last Revised (e.g. year changes approved)	March 2021

Programme(s)	Status)
This module is linked to the following programme(s)	
MSc Public Health (General stream) (Distance Learning - University of London Worldwide)	Recommended Elective
MSc Public Health: Health Promotion (Distance Learning - University of London Worldwide)	Recommended Elective
MSc Public Health: Health Services Management (Distance Learning - University of London Worldwide)	Recommended Elective
PGDip Public Health (Distance Learning - University of London Worldwide)	Elective
MSc Public Health: Environment and Health (Distance Learning - University of London Worldwide)	Elective
PGDip/MSc Clinical Trials (Distance Learning - University of London Worldwide)	Elective
PGDip/MSc Epidemiology (Distance Learning - University of London Worldwide)	Elective
PGDip/MSc Global Health Policy (Distance Learning - University of London Worldwide)	Elective
PGDip/MSc Infectious Diseases (Distance Learning - University of London Worldwide)	Elective

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"> Improve students' ability to apply principles, concepts and methods of health care evaluation from multi-disciplinary perspectives, including evaluation of effectiveness, efficiency (cost-effectiveness), humanity and equity of interventions in health care.

Module Intended Learning Outcomes

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

1. Explain the conceptual basis of scientific evaluation of healthcare;
2. Describe and give examples of the main methods used to evaluate the effectiveness, efficiency, humanity and equity of health care interventions;
3. Critically assess the main advantages and limitations of each method;
4. Explain and give examples of the key steps involved in evaluating different health care interventions.

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Definition of, and rationale for, scientific evaluation of healthcare;
- Description of the different aspects of health care that an evaluation might focus upon (effectiveness, efficiency, humanity or equity);
- The key steps involved in designing an evaluation;
- Measurement of different aspects of health (disease and ill-health, health status and quality of life, and costs);
- The main study designs (randomized, observational and ecological) used in health care evaluation.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	110	73.3
Self-directed learning	0	0
Assessment, review and revision	40	26.7
Total	150	100

Teaching and Learning Strategy

Learning is via directed self-study. A guide to studying the module is provided, together with access to a range of study resources, discussion forums and online webinar discussion sessions. The textbook that supports this module provides a detailed set of learning objectives at the start of each chapter, and also offers focused reading and various learning activities. Students are strongly encouraged to participate in the module-specific discussions and online webinar discussion sessions to obtain tutor support, and to make use of the LSHTM on-line library resources. Written feedback is provided on submitted assignments.

Students are expected to access a range of module-specific materials, and to participate in module-specific discussions, on Moodle. Student support is available from module tutors

Teaching and Learning Strategy

through Moodle discussion forums, where students can initiate discussions and ask questions about the module.

Assessment

Assessment Strategy

This module is assessed via one required assignment worth 30% of the student's mark and a summative exam of 2 hours and 15 minutes that is worth 70% of the student's mark. For the summative exam, students are advised to spend the first 15 minutes reading the instructions and questions.

Summative assessment

Assessment Type	Assessment Length	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment	Please see the Assignment Instructions for details.	30	All
Exam	2 hours and 15 minutes	70	All

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

Timed examinations for DL modules are held once a year, in June (including resits). Examinations in 2021/22 will either be taken in a student's country of residence in one of over 650 [examination centres worldwide](#) or will be held online. If the June 2022 module exam is held at a local examination centre, a local fee will be payable direct to the exam centre. This fee will be in addition to the module fee and is set by, and paid directly to, the individual examination centre. The level of local examination centre fees varies across the world and neither the University of London nor the LSHTM have any control over the fee amount. If the June 2022 module exam is held online, no additional exam entry fee will be payable. (Note that for those resitting module assessments, a fee will be payable.)

Resitting assessment

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

The Resit assessment will be the same assessment type as the first attempt (see previous table).

Resources

The following materials are provided to students after registration and fee payment for this module in September/October:

- A brief guide to studying the module;
- The textbook *Health Care Evaluation* (second edition) by Carmen Tsang and David Cromwell (2017);
- A reading list including details of both required and optional reading and links to selected papers;
- A list of useful websites;
- Access to the LSHTM Virtual Learning Environment (VLE) - Moodle, where students can access a range of materials, including some of the materials listed above; participate in module-specific discussion forums and online webinar discussion sessions and access the LSHTM online library resources.

Please note the textbook will be made available in e-format or hard copy. All other materials may be accessed via the LSHTM VLE – Moodle.

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to the majority of the module learning materials, including a study guide and online reading list (detailing both essential and recommended readings), and additional resources including supplementary exercises and optional lecture recordings. In some cases, module materials include a text book that is made available to students in either hard copy or e-format. 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 with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the University of London Worldwide website at

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