

MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2023-24
Module Code	PHM103
Module Title	Introduction to Health Economics
Module Organiser(s)	Nicky Macleod and Michelle Levene
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: 10 ECTS: 5
HECoS Code	100450
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	Compulsory module for all students on DL MSc/PGDip and PGCert Public Health. Alternatively, it can also be taken as an individual module.
Module Description	This module aims to introduce students to economic approaches used in public health and the scope, the contribution of health economics and is the basis for advanced health economic modules.

Duration	Studies for distance learning modules begin in early October. At this time, module materials will be made available on Moodle 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 assessments. 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)	August 2023

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Public Health (General stream) (Distance Learning - University of London Worldwide)	Compulsory
MSc Public Health: Environment and Health (Distance Learning - University of London Worldwide)	Compulsory
MSc Public Health: Health and Promotion (Distance Learning - University of London Worldwide)	Compulsory
MSc Public Health: Health Services Management (Distance Learning - University of London Worldwide)	Compulsory
MSc Public Health: Health Economics (Distance Learning - University of London Worldwide)	Compulsory
PGCert and PGDip Public Health (Distance Learning - University of London Worldwide)	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: <ul style="list-style-type: none"> Improve students' ability to identify and critically assess economic approaches used in public health and describe the scope and contribution of health economics.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> Distinguish different economic techniques commonly used in public health; Discuss specific features that distinguish demand and supply for health care from demand and supply for other goods and services; Explain the economic methods used to promote public health policies, analyse health care delivery and shape health sector reforms; Apply information from economic evaluation to health care interventions; Explain the strategic debates on use of market elements to improve health service performance and use of financial strategies to promote the health of the public.

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Economic concepts and their application to health care markets: including supply and demand and the market. Particular features of health care markets are differentiated.
- Efficiency and equity in health care and health care markets.
- Analysis of methods for health care finance and paying providers
- Economic evaluation methods (cost minimisation, cost-effectiveness, cost utility and cost-benefit analysis) alongside examples of their potential application in health care decision making.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	70	70
Self-directed learning	0	0
Assessment, review and revision	30	30
Total	100	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.

Student support is available from the module tutors through the online discussion forums and regularly scheduled 1hr 'webinar tutorial' sessions on specific topics. Module tutors provide asynchronous feedback for all students by replying to students' questions in an open online discussion forum.

Individual feedback is offered through an optional, formative (non-assessed) assignment submitted by many students.

Assessment

Assessment Strategy

A formative assessment (FA) is offered to encourage students to test their new knowledge and receive individual feedback. The formative assessment is optional and will not count towards a student's final grade. The FA deadline is 31 March.

The summative assessment of this module is by a time-limited assessment (100%).

Summative assessment

Assessment Type	Assessment Length	Weighting (%)	Intended Module Learning Outcomes Tested
Time-limited assessment	TBC	100	All

Time-limited assessments for DL modules are held once a year, mostly in June (including resits).

Assessments are held in accordance with University of London's annual guidance but in 2023/24 they are likely to be held online.

Please note that a separate assessment fee may be payable in addition to the module fee. Further details will be communicated as soon as the final decisions are known.

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 October:

- A brief study guide for the module;
- The main textbook *Introduction to Health Economics* by Lorna Guinness and Virginia Wiseman;
- Access to the LSHTM Virtual Learning Environment (VLE), Moodle, where students can participate in module-specific discussion forums and webinars and obtain a range of additional materials, including optional readings and supporting material listed below;
- A second textbook *Economics* by Parkin M, Powell M and Matthews K;
- A reading list including details of optional reading and links to selected papers;
- A list of useful websites;
- An online revision quiz;
- An FAQ document for each topic covered in the module.

All materials are provided in e-format and 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 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>