



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2024-25
Module Code	1501
Module Title	Economic Evaluation
Module Organiser(s)	Zia Sadique, Andrew Briggs
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	100450 : 100648 : 100402
Term of Delivery	Term 2
Mode of Delivery	For 2024-25 this module will be delivered by predominantly face-to-face teaching modes. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. There will be a combination of live and interactive activities (synchronous learning) as well as self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	Students are required to have taken the Introduction to Health Economics module or are required to demonstrate equivalent previous training in health economics.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	90-100
Target Audience	This module is intended as an alternative or complement to Economic Analysis for Health Policy, and is a requirement for the Health Economics stream of the MSc Public Health. It is also open to those who have followed the Introduction to Health Economics module (1103) in Term 1 or the equivalent LSE module in Health Economics (HP420), and who are able to participate fully in all seminars as well as the assignment.

Module Description	The module provides students with an understanding of current methods in economic evaluation and how to apply these in carrying out a simple economic evaluation.
Duration	5 weeks at 2.5 days per week
Timetabling slot	C1
Last Revised (e.g. year changes approved)	September 2024

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Public Health (Health Economics)	Compulsory
MSc Public Health	Recommended
MSc Public Health (Health Services Research)	Recommended
MSc Health Policy, Planning & Finance	Recommended
MSc Public Health for Development	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: <ul style="list-style-type: none"> enable students to understand and apply current methods in the economic evaluation of health interventions.

Module Intended Learning Outcomes
Upon successful completion of the module a student should be able to: <ol style="list-style-type: none"> Identify the key features of different types of economic evaluation and explain when each type of evaluation is most appropriately used; Assess the relevance and value of economic evaluation for health policy and planning; Carry out a simple economic evaluation designed to guide the investment decisions of planners and to help develop health policies.

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Introduction to the principles of health economic evaluation
- An overview of decision modelling for economic evaluation, including Markov models and decision trees, and estimating parameters for cost-effectiveness models
- Approaches for measuring and valuing health outcomes, and costs
- Presenting cost-effectiveness results and handling uncertainty, including probabilistic sensitivity analyses
- Critical appraisal of the value of economic evaluation in health care decision-making

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	33	22%
Directed self-study	50	33%
Self-directed learning	27	18%
Assessment, review and revision	40	27%
Total	150	100%

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email.

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive and self-directed study.

Teaching and Learning Strategy

The module will consist of eleven lectures, and nine seminars/workshops that will either involve the presentation and discussion of an issue or a practical exercise. The seminars will also be used to work through particular aspects of the assignment. Students prepare for this by private study and by meeting in their study group.



Assessment

Assessment Strategy

The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA.

During the module, a cost-effectiveness analysis will be designed and carried out in small groups. All assessments, however, should be written up individually. During the module each group of students will meet with their seminar leader to discuss progress on the assignment, which is the sole means of assessment for this module.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	2,500 words	100%	1, 2 and 3

Resitting assessment

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

Students will be required to revise and resubmit a modified version of the original assignment.

Resources

Indicative reading list

Drummond MF, Sculpher MJ, Claxton K, Stoddart GL, Torrance GW (2015). *Methods for the Economic Evaluation of Health Care Programmes*. Fourth edition: Oxford University Press, Oxford.

Fox-Rushby J and Cairns J (2005) *Economic Evaluation*. Oxford University Press, Oxford



Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the [Moodle Accessibility Statement](#) which can also be found within the footer of the Moodle pages. All students have access to “[SensusAccess](#)” software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the [LSHTM Disability Support pages](#).