



Module Specification

Health Economics

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Part 1: Information

Module title: Health Economics

Module code: UZYSKM-15-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS School of Health and Social Wellbeing

Partner institutions: None

Field: Allied Health Professions

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes.

Outline syllabus: The syllabus includes:

The ethical perspective of health economics and its relationship to the allocation and

distribution of resources in health and social care.

The importance of context in health and social care interventions, whether in hospital or the community, the nature of the relationship between health interventions and outcomes and the factors influencing behaviour change.

Examination of the welfarist, extra welfarist and capability models within health economics and understand the alternative approaches to assessing cost effectiveness.

Inequalities in the distribution of health and health care – social and physical environments, household factors and individual motivation. Marmot Review.

Trade-off between equity and efficiency in resource allocation for primary prevention, health systems and health policy – legislation, regulation, nudging population intervention and targeted intervention to improve population health.

The nature of the evidence base for economic analysis of healthcare and public health programmes.

Measures of economic efficiency in the allocation of resources in healthcare: cost-benefit ratios, cost per QALY, ICER, Social Return on Investment.

Commissioning health and social care, public health programmes and services. Priority setting, rationing and decision making in health and social care.

Spatial planning and health: effectiveness and cost-effectiveness of including health in built environment planning.

Part 3: Teaching and learning methods

Teaching and learning methods: This module has 150 allocated hours and a variety of learning approaches will be used to support distance learning. Students

will be required to engage with online materials and discussion forums and to support this with essential reading. Typically, up to 8 hours of virtual contact will be scheduled for group discussion and tutor support; preparation will be required for virtual scheduled sessions. We expect that 8 hours will be scheduled learning and 142 hours will be independent learning which includes assessment preparation and completion time.

Independent learning is a key element of the module learning strategy to enable students to engage in areas that directly relate to their professional practice and clinical interest. Tutor supported discussions will facilitate students to undertake their independent study. The assessment also supports self-directed learning related to clinical practice and assessment preparation will be encouraged and supported through scheduled activities and discussions.

There will be opportunities for interactive learning with the module team and other students through discussion boards and real-time communication via Blackboard Collaborate.

Scheduled learning includes, tutorials, project supervision, scheduled group discussions.

Independent learning includes hours engaged with online activities, essential reading, case study preparation, assignment preparation and completion.

These sessions constitute an average time per level. Scheduled sessions may vary slightly depending on the module choices you make.

Contact Hours:

The module will be delivered as a distance learning module. The majority of the module is based on self-directed independent learning using a range of interactive, online resources, directed reading, independent reading and discussion forums.

Contact hours are typically up to 8 and will be scheduled during the module for online group discussion and tutor support throughout the module.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate an understanding of the ethical basis of economics, the tools and techniques of economic approaches, and the limitations of economic evidence as a basis for conducting economic evaluations in health and social care

MO2 Demonstrate an understanding of, and assess alternative theoretical approaches in, health economic practice

MO3 Critically examine the trade-off between efficiency and equity in the organisation of international health systems and its impact upon health and social care delivery

MO4 Reflect upon and critically appraise the validity and reliability of economic evidence for health and social care, rehabilitative interventions taking into account physical, social, cultural and institutional contexts

MO5 Critically examine approaches to estimating economic efficiency where social capital and community assets are important

MO6 Reflect upon the factors that allow inequalities in the distribution of health and health care to persist and critically examine prioritisation and commissioning of healthcare interventions in communities

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 142 hours

Face-to-face learning = 8 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzyskm-15-m.html) via the following link <https://uwe.rl.talis.com/modules/uzyskm-15-m.html>

Part 4: Assessment

Assessment strategy: Assessment task A:

Students are required to undertake a written project of 3000 words, which involves the critical review of one of five published economic evaluations of interventions in rehabilitation. Students are required to critically appraise one of the five papers selected by the module leader and construct a generic argument to support the problems of allocating resources for health improvement in real life settings.

The project assessment strategy is appropriate to test the formative learning of the module in applying the findings of a critical appraisal of an economic evaluation study in rehabilitation and the context of allocating resources for population impact in the real world.

Project plans are submitted to the module team for formative feedback before students proceed with their project assignment. The final project submission comprises a review of economic evidence utilising a systematic approach from the chosen area of health and social care.

Assessment tasks:

Project (First Sit)

Description: Written project (3000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Project (Resit)

Description: Written project (3000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Rehabilitation [DL][Glenside] MSc 2023-24

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