1. **Title of the module**

LABS614 Health Economics

1. **School or partner institution which will be responsible for management of the module**

Centre for Higher and Degree Apprenticeships

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTs)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Flexible delivery model

Autumn and/or Spring and/or Summer

1. **Prerequisite and co-requisite modules**

N/A

1. **The programmes of study to which the module contributes**

BSc (Hons) in Applied Bioscience

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Understand the World Health Organisation’s (WHOs) and the National Institute and Care Excellence’s (NICEs) role in health economics.

8.2 Critically consider the health impact.

8.3 Demonstrate systematic understanding of key aspects of health evaluation in the UK.

8.4 Understand NICE technology appraisals and clinical trial participation.

8.5 Critically discuss quality of life vs longer life.

8.6 Understand social value judgements and pricing deals.

8.7 Understand how health economics varies from clinical trials to reality.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Develop and demonstrate an ability to work and communicate effectively with others.

9.2 Analyse, evaluate and correctly interpret data.

9.3 Present and communicate data effectively.

9.4 Obtain and use information from a variety of sources as part of self-directed learning.

9.5 Manage their time and use their organisation skills within the context of self-directed learning.

1. **A synopsis of the curriculum**

The module gives an advanced introduction into health economics in the clinical sector. It defines the main terms associated with health economics, and looks at how these apply to clinical trials and reality, the role of WHO and NICE, and considers the health impact. Furthermore, it considers the question of quality of life or longer life, social value judgements, pricing deals, NICE technology appraisals and clinical trial participation, and health evaluation in the UK.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Guinness, L. (2011) Introduction to Health Economics. Open University Press. Second edition.

Wonderling, D. (2005) Introduction to Health Economics. Open University Press.

1. **Learning and teaching methods**

Blended distance learning:

 Contact Hours: 100 hours

 Private Study Time: 50 hours

 Total Learning Time: 150 hours

1. **Assessment methods**
	1. Main assessment methods

Exam and coursework assignment (essay; 2000 words)

Weighting:

Essay Assignment 50%

Exam 50% - MCQ only (40 minutes)

The weighted average for both the overall coursework and the overall exam component must be of a pass standard.

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Teaching | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Work based experience |  | **x** |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay (2000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  | **x** |

1. **Inclusive module design**

The School/Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Blended distance learning – delivered from Medway or Canterbury campus

1. **Internationalisation**

Health economics covers current and emerging health care regulations and problems. The range of health policies are being developed internationally and health economics is important for international organisations within the clinical sector. With regards to the intended learning outcomes, in particular 8.1 and 8.5, the target learning outcomes within this module are applicable worldwide as part of the universal principles of health economics in the clinical sector. With regard to subject content, the material within the syllabus is applied to a wide range of international contexts, where it draws on and compares current standards and regulations across Europe. Furthermore, it has been developed with global employers to have an international focus.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 05/10/20 | Minor | Sep 20 | 13 | No |
|  |  |  |  |  |