

Session: 2023/24

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<b>Title of Module: Global Health Economics &amp; Health Systems</b>			
<b>Code: NURS11124</b>	<b>SCQF Level: 11</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Stuart Telfer		
<b>Summary of Module</b>			
<p>The effects of globalisation impact on both global health status but also in the way countries and their health policies respond to that. This module critically explores the key components in establishing health systems, the key actors involved, their roles and their potential impacts. It also considers the key economic and political principles that underpin them. It examines:</p> <ul style="list-style-type: none"> <li>• Basic economic concepts and application to health care</li> <li>• Demand and supply for health and health care</li> <li>• Market failure in health care</li> <li>• Economic evaluation techniques</li> </ul> <p>It will also draw comparisons between nations in terms of the health system mix and the role of private, public and philanthropic health system contributions. It will draw explicitly on the roles of legislation and policy in the United States and the United Kingdom, as two often opposing examples of health systems, to develop robust debate among students. Successful completion of this module will allow students to apply theories of production, efficiency, rationing, competition, and regulation to better inform the public and private sector on the most efficient, or cost-effective, and equitable course of action to improve primary care and ultimately health status.</p> <p>This module is underpinned by some of the University Graduate Attributes in terms of allowing students to develop as critical and analytical thinkers alongside their ability to be research-minded and imaginative.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
	✓	✓			
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓		✓	
<b>Term(s) for Module Delivery</b>						
(Provided viable student numbers permit).						
Term 1	✓	Term 2		Term 3		

<b>Learning Outcomes: (maximum of 5 statements)</b>	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Critically review and analyse developments in global health policy and health care and demonstrate a comparative knowledge of health care systems.</p> <p>L2. Demonstrate a critical understanding and present the theoretical arguments for and against the arrangements for the finance and provision of global health systems.</p> <p>L3. Systematically evaluate the use of economic appraisal in health care delivery in a global context.</p> <p>L4. Conceptualise and examine the notions of efficiency versus equity when setting priorities in global health and health care.</p>	
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11. Critically understanding the concepts and principles of health economics.</p> <p>Developing in-depth knowledge of global health policy and health care including comparative knowledge of other health care systems.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11. Critically relating the need for priority setting in healthcare and its effects in the work care setting.</p> <p>Critically reviewing health status measures in health care.</p>
Generic Cognitive skills	<p>SCQF Level 11. Critically appraising the value of economic evaluation in healthcare decision-making.</p> <p>Critically reflecting upon ethical issues in priority setting in health care.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11. Demonstrating effective communication skills in health economics.</p> <p>Effectively using ICT and numeric skills to present and disseminate</p>

	information.	
Autonomy, Accountability and Working with others	SCQF Level 11. Demonstrating considerable autonomy and initiative in all professional activities.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>This module is delivered via distance learning utilising a Virtual Learning Environment (VLE).</p> <p>Students have access to direct individual and tutorial support from their lecturers and will be directed to wider reading, including access to electronic library and books. They will also have access to the VLE as a mechanism for communication and dissemination of information.</p> <p>Distance learning students: In this mode of delivery, students are learning fully online and are supported by the VLE. On-line students will receive core module resources; individual and group tutorial support; and directed learning via the VLE system. This will be aided by asynchronous/synchronous online discussion boards; virtual learning activities; tutorials (on-line or face to face via MS Teams, Skype or FaceTime); directed wider reading including access to electronic library and e-books.</p> <p>All students will be expected to work through the on-line module materials independently via the VLE. This will assist in enhancing skills of communication, presentation, problem-solving and critical reflection. Module content reflects societal diversity and a rights-based approach to practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies e.g. availability of electronic copies of lecture materials. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments e.g., specialised equipment for studying e.g. specialised software</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	14
Tutorial/Synchronous Support Activity	10
Personal Development Plan	6
Asynchronous Class Activity	30
Independent Study	140

	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Balabanova, D.,(2010) What can global health institutions do to strengthen health systems in low-income countries. Health Research Policy and Systems; [Online] Available: <a href="http://www.health-policy-systems.com/content/8/1/22">http://www.health-policy-systems.com/content/8/1/22</a> [Accessed: 25th January, 2016]</p> <p>Donaldson, C., Gerard, K. (2005) Economics of Health Care Financing, The Visible Hand. 2nd edition. Houndmills: Palgrave Macmillan.</p> <p>Drummond, M.F., Sculpher, M.J., Torrance, G.W., O'Brien, B.J., Stoddart, G.L. (2005) Methods for the Economic Evaluation of Health Care Programmes. 3rd Edition, Oxford Medical Publications.</p> <p>Guinness, L. Wiseman, V.(2011) Introduction to Health Economics Open University Press.</p> <p>Lee, K. Buse K, Fustukian, S. (eds),Health Policy in a Globalising World, Cambridge University Press [Online] Available: <a href="http://catdir.loc.gov/catdir/samples/cam033/2001035097.pdf">http://catdir.loc.gov/catdir/samples/cam033/2001035097.pdf</a> [Accessed 21st January, 2016]</p> <p>Moon S, Szlezák NA, Michaud CM, Jamison DT, Keusch GT, Clark WC, et al. (2010) The Global Health System: Lessons for a Stronger Institutional Framework. PLoS Med 7(1)</p> <p>Palmer, G,. &amp; Theresa Ho, M. (2008) Health Economics; A Critical &amp; Global Analysis Palgrave Macmillan</p>	
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)	
<b>Engagement Requirements</b>	
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: <a href="#">Academic engagement procedure</a></p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:</p> <p>Attendance at synchronous sessions (lectures, workshops and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.</p>	

### Supplemental Information

<b>Programme Board</b>	Biological Sciences and Health
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Health L7-11
<b>Moderator</b>	Alan Curley

<b>External Examiner</b>	P Anyanwu
<b>Accreditation Details</b>	University of the West of Scotland
<b>Version Number</b>	1.13

**Assessment: (also refer to Assessment Outcomes Grids below)**

Formative assessment: Using the VLE discussion forums (asynchronous element), students will be presented with a critical statement regarding a live issue present in global media (which relates to the learning outcomes). They will be tasked with offering their rebuttle to the statement, supported with robust citation from academic journals. Students will be expected to offer critical comment on at least two other student inputs on the forum. They will be provided with feedback with a view to developing their skills and critical thinking linked to the summative assessment.

Summative Category 1: Students will be assessed as a group in carrying out a role play exercise. Each student will be allocated a position within a virtual round table debate regarding the prioritisation of a health intervention. Students will not only present the rationale and supporting evidence for their position but will defend their position in a facilitated debate between conflicting issues established from the core module material. For example in terms of normative and positive economics, financing, technical or allocative efficiency (This will be filmed for moderation and external assessment) (30% weighting).

Summative Category 2: Students will provide a written assignment (essay) of 3000 words demonstrating an evaluative comparison between two health systems in two countries, specifically including the key components of governance, financing and health policy. (70% weighting).

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.  
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

**Assessment Outcome Grids (Footnote A.)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral			✓	✓	30	1	
<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	

Essay	✓	✓			70	0	
<b>Combined Total For All Components</b>					100%	1 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

<p>Note(s):</p> <ol style="list-style-type: none"> <li>1. More than one assessment method can be used to assess individual learning outcomes.</li> <li>2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &amp;/or Professional requirements.</li> </ol>
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<b>Equality and Diversity</b>
<p>In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.</p> <p><a href="#"><u>UWS Equality and Diversity Policy</u></a></p>
<p>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</p>