Module Descriptor

Title	Global Health Economics & Health Systems		
Session	2026/27	**Status**	Published
Code	NURS11124	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Stuart Telfer		

Summary of Module

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:

Basic economic concepts and application to health care

Demand and supply for health and health care

Market failure in health care

Economic evaluation techniques

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.

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.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically review and analyse developments in global health policy and health care and demonstrate a comparative knowledge of health care systems.
L2	Demonstrate a critical understanding and present the theoretical arguments for and against the arrangements for the finance and provision of global health systems.
L3	Systematically evaluate the use of economic appraisal in health care delivery in a global context.
L4	Conceptualise and examine the notions of efficiency versus equity when setting priorities in global health and health care.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Critically understanding the concepts and principles of health economics. Developing in-depth knowledge of global health policy and health care including comparative knowledge of other health care systems.
Practice: Applied Knowledge and Understanding	**SCQF 11** Critically relating the need for priority setting in healthcare and its effects in the work care setting. Critically reviewing health status measures in health care.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Generic Cognitive skills	**SCQF 11** Critically appraising the value of economic evaluation in healthcare decision-making. Critically reflecting upon ethical issues in priority setting in health care.
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrating effective communication skills in health economics. Effectively using ICT and numeric skills to present and disseminate information.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrating considerable autonomy and initiative in all professional activities.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. 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. 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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	14
Tutorial / Synchronous Support Activity	10
Personal Development Plan	6
Asynchronous Class Activity	30
Independent Study	140
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

The following materials form suggested reading for the health economics and policy components of the mdoule. However the majority of required material for this module comes from contemporary journal sources to support critique of the extant policy/legislation. As such there is no 'essential' reading list.

Balabanova, D.,(2010) What can global health institutions do to strengthen health systems in low-income countries. Health Research Policy and Systems; [Online] Available: http: //www.health-policy-systems.com/content/8/1/22 [Accessed: 25th January, 2016]

Donaldson, C., Gerard, K. (2005) Economics of Health Care Financing, The Visible Hand. 2nd edition. Houndmills: Palgrave Macmillan.

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.

Guiness, L. Wiseman, V.(2011) Introduction to Health Economics Open University Press.

Palmer, G,. & Theresa Ho, M. (2008) Health Economics; A Critical & Global Analysis Palgrave Macmillan.

(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)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Attendance at synchronous sessions (lectures, workshops and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

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.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Biological Sciences Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Health
Moderator	Alan Curley
External Examiner	M Brown
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Group Debate: students are allocated to a debate team, normally of 4-7 team members. They are assessed by arguing their own team's health system standpoint directly with that of another team in an opposing position (30% weighting).
Assessment 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 health policy, resourcing and performance (70% weighting).
Assessment 3
(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 Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☐	☐	☒	☒	☐	30	1

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	☒	☒	☐	☐	☐	70	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	1 hours

Change Control

What	When	Who