# Module Specification

## ABOUT THIS DOCUMENT

This module specification applies for the academic year 2018-19  
**Last revised** 3 August 2017 by David Cromwell  
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[www.lshtm.ac.uk](http://www.lshtm.ac.uk)

## GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Module name</th>
<th>Health Care Evaluation</th>
</tr>
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<tbody>
<tr>
<td>Module code</td>
<td>1400</td>
</tr>
<tr>
<td>Module Organiser</td>
<td>Prof David Cromwell</td>
</tr>
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<td>Contact email</td>
<td><a href="mailto:David.Cromwell@lshtm.ac.uk">David.Cromwell@lshtm.ac.uk</a></td>
</tr>
<tr>
<td>Home Faculty</td>
<td>Public Health &amp; Policy</td>
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<tr>
<td>Level</td>
<td>Level 7 (postgraduate Masters ‘M’ level) of the QAA <a href="#">Framework for Higher Education Qualifications</a> in England, Wales &amp; Northern Ireland (FHEQ)</td>
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<tr>
<td>Credit</td>
<td>15 credits</td>
</tr>
<tr>
<td>Accreditation</td>
<td>Not currently accredited by any other body</td>
</tr>
<tr>
<td>Keywords</td>
<td>Epidemiology, equity, measuring health status</td>
</tr>
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## AIMS, OBJECTIVES AND AUDIENCE

**Overall aim**  
To describe and illustrate a range of methods which can be used to evaluate health services in high, middle and low-income countries. The module is aimed at enabling students to develop an understanding of the principles involved in designing studies to evaluate whether health care interventions are effective, efficient, and delivered humanely and equitably.

**Intended learning outcomes**  
By the end of this module, students should be able to:
- Describe the main methods used for evaluating the effectiveness, efficiency, equity and humanity of health care interventions  
- Assess the main advantages and limitations of each method  
- Explain the key steps involved in evaluating specific health care interventions

**Target audience**  
This module is intended for students interested in the evaluation of health care services in high-income and middle-/low-income countries.

## CONTENT

**Session content**  
The module is expected to include sessions addressing the following topics:
- Definition of scientific evaluation
- Description of the different aspects of health care that an evaluation can examine (e.g. effectiveness, efficiency, equity, patient experience)
- The steps involved in designing an evaluative study
- How key aspects (such as the impact of health care on patient health status and quality of life, and costs) can be measured
- The principal study designs (randomized, observational and ecological) used in health care evaluation.

## TEACHING, LEARNING AND ASSESSMENT

<table>
<thead>
<tr>
<th>Study resources provided or required</th>
<th>Module Information can be found on the Virtual Learning Environment (Moodle) containing information about each session and key references for the module. Moodle also contains the material required for the seminar exercises. Copies of the lecture slides are downloadable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning methods</td>
<td>The technical / methodological aspects of evaluation are presented in ten lectures. The format of seminars will encourage both a practical application and critical appraisal of methods. Students will be required to prepare for seminars in advance, work in groups during the seminars, and will present the results of group work for discussion. To facilitate appropriate discussions, seminars will be divided into high-income and middle-/low-income country groups with approximately fifteen students in each group.</td>
</tr>
</tbody>
</table>
| Assessment details                 | The module is assessed using a closed-book, written examination that is held on the last day of the teaching in the module. In the examination, students are required to answer any four of five questions in 80 minutes. Each question is typically broken down into sections that require short answers (rather than an essay style response).

The assessment for this module does not involve any groupwork.

Resit/deferred/new attempts - The task will be a written exam (in the same format as the original assessment) consisting of short answer questions. |
| Assessment dates                   | Assessment will take place or be due on **Tuesday 12 February 2019**.

Resit/deferred/new attempts - the next assessment deadline will be during mid/late September of the current academic year. |
| Language of study and assessment    | English (please see ‘English language requirements’ below regarding the standard required for entry). |

## TIMING AND MODE OF STUDY

<table>
<thead>
<tr>
<th>Duration</th>
<th>5 weeks at 2.5 days per week</th>
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<tbody>
<tr>
<td>Dates</td>
<td>Monday morning to Wednesday lunchtime</td>
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<tr>
<td>Timetable slot</td>
<td>Term 2 - slot C1</td>
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<tr>
<td>Mode of Study</td>
<td>The module is taught face-to-face in London. Both full-time and part-time students follow the same schedule.</td>
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</table>
| Learning time                      | The notional learning time for the module totals 150 hours, consisting of:

- Contact time ≈ 22 hours
- Directed self-study ≈ 34 hours
- Self-directed learning ≈ 59 hours |
Applications and ADMISSION

Pre-requisites
Students attending this module will be expected either to have taken the following Term 1 modules, or to have an understanding of the material covered in those modules:

- Basic Statistics for PHP (1121)
- Basic Epidemiology (2001)
- Introduction to Health Economics (1103)
- Principles of Social Research (1104)

English Language requirements
A strong command of the English language is necessary to benefit from studying the module. Applicants whose first language is not English or whose prior university studies have not been conducted wholly in English must fulfil LSHTM’s English language requirements.

Student numbers
60 (numbers may be capped due to limitations in facilities or staffing)

Student selection
Preference will be given to LSHTM MSc students who have taken the following linear modules: Basic Statistics, Basic Epidemiology, Introduction to Health Economics, and Principles of Social Research and LSHTM research degree students.

Other applicants meeting the entry criteria will usually be offered a place in the order applications are received, until any cap on numbers is reached. Applicants may be placed on a waiting list and given priority the next time the module is run.

Partial Registration (partial participation) by LSHTM research degree students is allowed for this module.