



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026-27
Module Code	1606
Module Title	Health Decision Science
Module Organiser(s)	Andy Clark and Simon Procter
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
Term of Delivery	Term 2
Mode of Delivery	This module will be delivered by predominantly face-to-face teaching modes. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	Students are <u>not</u> required to have studied any prior MSc modules. Students are expected to be reasonably numerate (basic arithmetic). Students are expected to be familiar with Excel e.g. capable of drawing box and arrow diagrams, inserting formulae into cells, producing simple charts and tables. Note: Students who are not confident in use of Excel should attend the Computing Workshops provided in Term 1. Workshops on formulae, functions and formatting, and on graphs and charts are particularly relevant. These can be found on Moodle, under "IT Training (MSc)". Students will benefit from more advanced Excel knowledge if they wish to fully explore some of the worked examples, but this is not a requirement of the course or the assessment.



Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	This module is interactive and taught in flat rooms rather than lecture theatres. For this reason, we are only able to accept the first 60 students who register. Any students who register interest after the Cap has been reached will be added to a waiting list and registered if a place becomes available. Module registration will close 1 week before the first timetabled lecture.
Target Audience	<i>Health Decision Science</i> is interdisciplinary and designed for a generalist public health audience. It is an optional module for any students interested in decision-making in public and global health. The module is a recommended elective for any students registered for the MSc Public Health or MSc Health Policy, Planning & Finance. The module is also relevant for other MSc programmes (students are welcome to attend with permission from their relevant MSc Programme Director).
Module Description	How are public and global health decisions made? Which options deserve consideration and what criteria should we use to appraise them? Who should be involved in the process? How can we estimate the benefits, harms, costs, cost-effectiveness, feasibility, equity, and acceptability of alternative options? How can we package the evidence and uncertainty in a coherent and transparent way? What methods can be used to appraise the options? How should we communicate the recommendations? This module will equip you to support people in making optimal choices in a world with scarce resources, limited information, and lives and economies at stake. You will examine the process, evidence, uncertainties, ethics, and value judgements that underpin health decision-making. <i>Health Decision Science</i> uses a structured and transparent process to engage stakeholders, frame problems, integrate evidence from multiple disciplines into an evidence framework (e.g. Evidence-to-Recommendation), support deliberation of options, and communicate recommendations.



	Decision-makers may range from individual patients through to national and global public health committees. Rather than being dominated by a single discipline, <i>Health Decision Science</i> integrates evidence and methods from multiple fields. The module will introduce you to a range of approaches to stakeholder engagement, disease modelling, health economic evaluation, health service planning, uncertainty analysis, deliberation, and communication. While the module does not provide expert-level training in any of the individual fields, it does provide an overview of the main approaches used within each field, and the situations in which they might be appropriate to use.
Duration	5 weeks at 2.5 days per week
Timetabling slot	D2 (live sessions for this module are typically timetabled on Thursdays and Fridays).
Last Revised (e.g. year changes approved)	August 2026

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Public Health	Recommended
MSc Health Policy, Planning & Finance	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: develop students' understanding of the roles, strengths, and weaknesses of different approaches to support health decision-making.

Module Intended Learning Outcomes
Upon successful completion of the module a student should be able to: - Recognise and explain key elements of the health decision-making process; - Distinguish different decision-making approaches and evaluate their strengths and weaknesses in particular health situations; - Choose and justify decision-making approaches that are appropriate to particular health situations; and,



Module Intended Learning Outcomes

- Design simple decision-making approaches and apply them to real-world or hypothetical health situations.

Indicative Syllabus

Session Content

The lectures will cover the following topics:

- introduction to health decision science;
- stakeholder engagement;
- disease modelling;
- health service planning;
- health economic evaluation;
- uncertainty;
- deliberation; and,
- communication.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	30	20%
Directed self-study	40	27%
Self-directed learning	40	27%
Assessment, review and revision	40	27%
Total	150	100%

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email.

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive and self-directed study.

Teaching and Learning Strategy

There will be self-directed tasks (essential reading, Excel practical exercises, assessed assignment) and scheduled live sessions.



Teaching and Learning Strategy

The module is designed to be interactive and is delivered as a series of hybrid lecture/seminars in a flat room with café style group seating. There are regular breaks from lecture slides to create opportunities for networking (random coffees) or to work on practical exercises e.g. a mock citizen's assembly, live virus simulation, live Accident & Emergency Room simulation. Students are regularly invited to vote on topics and contribute ideas using interactive digital platforms e.g. slido.

Note: Due to the interactive and participatory nature of the module (and regular breaks from lecture slides), the **live sessions will not be recorded**. Students are therefore strongly encouraged to attend the sessions. Students unable to attend one of the 8 core sessions, can view the online version of the session that was recorded for the Distance Learning (DL) students (see Resources section below).

Assessment

Assessment Strategy

Summative assessment is designed to enable students to demonstrate their attainment of module learning outcomes through tasks that reflect the principled and applied nature of public health practice. Assessments are structured to provide students with opportunities to demonstrate the systematic and/or critical understanding expected at Masters level, including the ability to analyse complex issues, evaluate evidence and communicate effectively in professional contexts. Accessibility and inclusiveness are considered as part of assessment design. All students receive opportunities for formative guidance and/or feedback on their progress towards achieving module learning outcomes.

Formal assessment of this module will be a written report (assessed assignment, 100%) to be submitted at the end of the module. Students will be given the opportunity to ask questions about the assignment through designated timetabled sessions and the appropriate forum on Moodle.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	2000	100%	All

Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual

The resit will be a written assessment on an assignment question.

Resources

Indicative reading list

There is no core textbook for this module. Instead, the PowerPoint lectures are the main resource. Links to essential and further reading are also provided at the end of each lecture, and within each lecture tile. This list is regularly updated, and includes academic journal papers, and specific chapters within textbooks.

Other resources

Students will have access to video recordings for the full set of Distance Learning live lectures, as well as other recommended videos e.g. a YouTube recording of a BBC Newsnight interview with a prominent COVID-19 scientist, a Channel 4 video explaining the UK's current position on prostate cancer screening. Students will also have access to a series of self-directed Excel practical exercises.

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the [Moodle Accessibility Statement](#) which can also be found within the footer of the Moodle pages. All students have access to "[SensusAccess](#)" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the [LSHTM Disability Support pages](#).