

## Programme Specification for Postgraduate Programme Leading to: MSc Health Economics and Health Policy (online)

Applicable for all postgraduate students starting 2022/23

Version No.	Date	Notes – QUALITY ASSURANCE USE ONLY	QA
1	Sept-22	2022/23 version of the programme specification with no changes	RJC

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home College/Department/Division	College of Health, Medicine and Life Sciences, Department of Health Sciences, Division of Global Public Health
4. Contributing College/Department/Division/Associated Institution	None
5. Programme accredited by	None
6. Final award(s) and FHEQ Level of Award	MSc Health Economics and Health Policy FHEQ level 7
7. Programme title	MSc in Health Economics & Health Policy (online)
8. Programme type (single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	MSc: 1 year (12 months) full-time 2 years (24 months ) part-time
10. Maximum period of registration for each mode of study	Normal or standard duration plus 2 years
11. Variation(s) to September start	Jan, May, Sept
12. Modes of study	Full time, Part time
13. Modes of delivery	Online
14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Diploma in Health Economics and Health Policy FHEQ Level 7  Postgraduate Certificate in Health Economics and Health Policy FHEQ Level 7
15. UCAS Code	N/A
16. HECOS Code	101317
17. Route Code	
18. Relevant subject benchmark statements and other external and	<a href="#">UK Quality Code for Higher Education</a>

V1.7 Maintained by Quality Assurance. Owned by UEC

Location: <https://intra.brunel.ac.uk/s/QSO/Team/Programmes/Templates and Proformas/Programme Specification Templates>

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internal reference points used to inform programme design	<p><a href="#">Most Recent QAA Subject Benchmark Statement</a>: there are currently no relevant subject benchmark statements.</p> <p>Public Health Skills and Career Framework (PHSCF) (20HH5637, revised 2HH563HH5631/13)</p> <p><a href="#">Brunel 2030</a></p> <p>Brunel Placement Learning Policy, as published in the University's <a href="#">Policies and Documents</a> page.</p>
19. Admission Requirements	<p>Details of <a href="#">PGT entry requirements</a> are provided on the University's and College website.</p> <p>Levels of English for non-native speakers are outlined on Brunel International's <a href="#">language requirements</a> pages.</p> <p>Minimum of 2:2 Honours degree or equivalent internationally recognised qualification such as economics or related studies, public health, health related studies, pharmacy, medicine</p> <p>English language:  IELTS: 6.5 (min 6 in all areas)  Pearson: 59 (51 in all subscores)  BrunELT 65% (60% in all areas)</p>
20. Other relevant information (e.g. study abroad, additional information on placements)	Online platform for teaching/learning
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	None
22. Further information about the programme is available from the College website.	Link TBC - programme information on the College website

### 23. EDUCATIONAL AIMS OF THE PROGRAMME

The MSc in Health Economics and Health Policy (online) aims to facilitate students to gain the necessary advanced skills and knowledge for a career in healthcare and health policy organisations (e.g. health services, government, universities, non-profit sector, research units, pharmaceutical industry). Students will develop a critical approach to health economics and the application of economic tools to evaluate healthcare intervention and policy, whilst acquiring advanced academic and research skills.

Drawing on online material taught across different elements and assessed in a variety of ways, this programme aims to:

- Explore the links between population health and macroeconomic factors
- Examine healthcare financing models, provider reimbursement mechanisms, incentives and the implications for healthcare markets
- Consider equity in health and healthcare delivery and consumption
- Build knowledge, skills, and competence to perform economic evaluation of interventions and policies, including in the application of epidemiology, econometrics and decision modelling
- Build knowledge and skills in reflective practice, research, communication, transferable skills and working in online groups

- Build competence in critically evaluating and communicating research evidence
- Provide the opportunity to conduct an empirical research project on a health economics and policy issue

#### 24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

<b>FHEQ Level</b>	<b>Category</b> (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	<b>Learning Outcome</b>	<b>Masters Award Only</b>	<b>Associated Assessment Blocks Code(s)</b>	<b>Associated Study Blocks Code(s)</b>	<b>Associated Modular Blocks Code(s)</b>
7	K, C	Demonstrate knowledge and critical understanding of the principles, concepts, and theories of micro- and macro-economics applied to healthcare and health policy				HH5622 HH5625 HH5647 HH5648 HH5649 HH5651 HH5650
7	K, C	Critically evaluate economic, health care and public health related information drawn from a wide range of sources				HH5621 HH5622 HH5625 HH5651 HH5650
7	K, C	Examine issues around translating and/or linking a wide range of evidence / research, including economic evidence, to practice and policy				HH5622 HH5625 HH5647 HH5648 HH5651 HH5650
7	K, S	Apply advanced analytical skills through the use of statistical, econometric and economic modelling techniques				HH5649 HH5651 HH5650
7	K, C, S	Demonstrate cultural and ethical sensitivity in the context of health care, public health and health policy				HH5621 HH5622 HH5624 HH5625 HH5650
7	K, C, S	Design qualitative and quantitative research and undertake analyses in the context of health economic and health policy issues				HH5621 HH5624 HH5649 HH5651 HH5650
7	K, S	Effectively communicate issues in health economics and health policy in written and verbal formats to various stakeholders				HH5621 HH5622 HH5624 HH5625 HH5647 HH5648 HH5651 HH5650
7	K, C, S	Plan, develop and deliver an independent empirical	HEHP05			HH5650

		research project relevant to health economics and health policy				
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**Learning/teaching strategies and methods** to enable learning outcomes to be achieved, including formative assessments

The programme adopts learning and teaching strategies that promote independent learning on a digital learning platform. Students are expected to take responsibility for identifying their learning needs and accessing appropriate learning resources online, supported by tutors through the e-learning platform and access to appropriate library resources. The development of transferable and employability skills are embedded within the programme.

All modular blocks will be delivered via a digital platform. A combination of online texts, videos, interactive activities including discussion/chat and quizzes with personal study expected throughout. Typically, online texts and videos set out the key context, which provide underpinning theory, identify issues of debate and point to further evidence, resources and critical debate. Online discussions/chats are structured to facilitate discussion, explore further learning and promote critical thinking, including sound, evidence-based reasoning, appropriate to enable achievement of Masters level academic outcomes.

The students are expected to increasingly become self-directed in researching topics. This combination ensures that learning requires active engagement from the student and has a high experiential component, and that theory is clearly linked in a relevant and meaningful way to learning goals. Reflective learning is recognised as important to the development of understanding, and the significance of linking theory to policy and practice is central. The programme incorporates online teaching and learning tools.

**Summative assessment strategies and methods** to enable learning outcomes to be demonstrated.

The assessment strategy is to employ a varied set of assessment methods to ensure students develop appropriate knowledge and academic skills. Assessment will be based on modular structure, with each suitable to demonstrate achievement of learning outcomes and align the intended teaching to equip students with necessary knowledge and skills to do so. The assessment strategies will balance the need to demonstrate advanced knowledge and competencies with more in depth and critical approaches.

Each formative and summative assessment provides students with opportunities for feedback to help develop and support their learning. Students also receive ongoing feedback through teaching and learning opportunities in the discussion/chat and quizzes delivered on digital learning platform. As part of this process on the digital platform, students are encouraged to evaluate work of peers and provide formative feedback.

A variety of summative assessment modes are employed, such as case studies, essays, policy briefs, presentations, critical appraisal of published studies and decision models, model development and quantitative analysis reports and a research dissertation. Each assessment is explained clearly to students; in the programme handbook on the digital learning portal and will take place at the end of the module.

The student handbook details the assessment process, relevant regulations and advice.

## 25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;

- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)  
Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)  
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)  
Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

FHEQ Level 7	
Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume

Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
<p>HH5621 Epidemiology 15 credits</p> <p>HH5622 Health Economics 15 credits</p> <p>HH5624 Research Methods 15 credits</p> <p>HH5625 Health Policy, Politics and Social Justice 15 credits</p> <p>HH5647 Fundamentals of Health Economics 15 credits</p> <p>HH5648 Health Economics and Population Health 15 credits</p> <p>HH5649 Statistical Methods for Health Economics 15 credits</p> <p>HH5651 Decision Modelling 15 credits</p> <p>HH5650 Research Project (the Dissertation) 60 credits – Core: Block</p> <p>Part time structure Year 1: 6 modules (90 credits) Year 2: remaining 2 modules (30 credits) and Research Project (60 credits)</p>	
<p><b>FHEQ Level 7 Progression and Award Requirements</b></p> <p>As per <a href="#">Senate Regulation 3</a></p> <p>PGDip may not be awarded by substitution of the dissertation (HEHP05) for modular/assessment blocks in the taught part of the programme.</p>	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.